

Adult Education and Family Literacy Act

Program Year 2003–2004

**Report to Congress
on State Performance**

U.S. Department of Education
Office of Vocational and Adult
Education
2006

TABLE OF CONTENTS

Executive Summary	iii
Introduction.....	1
Accountability System—The National Reporting System	9
Setting Performance Benchmarks	10
Measuring Educational Gain.....	11
Collecting Follow-up Measures	13
Federal Investments to Improve Program Data and Accountability.....	14
Federal Assistance in PY 2003–04	15
NRS Implementation by States	16
Summary of National Performance Results	17
National Profile of Selected Program and Student Information	24
State Profiles of Selected Program and Student Information	27

EXECUTIVE SUMMARY

The state-administered grant program authorized under the Adult Education and Family Literacy Act (AEFLA), enacted as Title II of the Workforce Investment Act (WIA) of 1998, is the major source of federal support for adult basic and literacy education programs. The purpose of the program is to provide educational opportunities to adults sixteen and older, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in society or who are unable to speak, read, or write the English language.

When AEFLA was reauthorized in 1998, Congress made accountability for results a central focus of the new law, setting out new performance accountability requirements for states and local programs that measure program effectiveness on the basis of student academic achievement and employment related outcomes. To define and implement the accountability requirements of AEFLA, the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) established the National Reporting System (NRS).

To monitor data collection procedures and to promote data quality improvement, OVAE developed data quality standards to clarify the policies, processes, and materials the states and local programs should have in place to collect valid and reliable data. To assist states in meeting the standards, OVAE has provided resources, training, and technical assistance activities to improve data quality. OVAE has provided individual technical assistance to states on NRS implementation, published documents further refining NRS requirements, including guidelines for conducting follow-up surveys. Since 2001, OVAE has made available online training resources to states and local providers.

In program year (PY) 2003–2004, the program enrolled 2,677,119 learners, of which just under 40 percent (39.7) were enrolled in Adult Basic Education, 16.5 percent were enrolled in Adult Secondary Education, and 43.8 percent were enrolled in English Literacy programs.

Below is a summary table providing a comparison of actual performance on each of the core measures for adult education for the past years under the NRS. The data show modest increases (1–3 percentage points over three years) in all areas except the two employment measures.

Actual Performance on Core Measures

National Totals

2000–01, 2001–02, 2002–03, and 2003–04

Actual Performance: 2000–01, 2001–02, 2002–03 and 2003–04					
Performance Measures	Performance 2000–2001 (National Averages)	Performance 2001–2002 (National Averages)	Performance 2002–2003 (National Averages)	Performance 2003–2004 (National Averages)	4-Yr Total 2000–01 to 2003–04 # Adults Achieving Outcome
Educational Gain ABE/ASE*	36%	37%	38%	38%	2,009,753
Educational Gain English Literacy**	32%	34%	36%	36%	1,590,181
High School Completion	33%	42%	44%	45%	707,556
Entered Postsecondary Education/Training	25%	29%	30%	30%	194,052
Entered Employment	31%	39%	37%	36%	546,417
Job Retention	62%	63%	69%	63%	752,249

* Percentage of adults enrolled who completed one or more educational levels

** Percentage of adults enrolled who completed one or more educational levels

INTRODUCTION

Adult education programs meet a critical need in our nation to improve the literacy skills of adults and enhance their ability to be more productive members of society and the workforce. The Adult Education and Family Literacy Act (AEFLA), enacted as Title II of the Workforce Investment Act (WIA) of 1998, is the principal source of federal support for adult basic skills programs. The purpose of the program, as defined in AEFLA, is to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- Assist adults in the completion of a secondary school education.

The purpose of the state-administered grant program is to provide educational opportunities for adults sixteen and older, not currently enrolled in school, who lack a high school diploma, the basic skills, or the ability to function effectively in the workplace or in their daily lives. These state grants are allocated by formula based upon the number of adults sixteen and over who are not enrolled or required to be enrolled in secondary school and who do not have a secondary school credential. These data are drawn from the U.S. Census on Population and Housing as required by WIA, Title II.

The federal allocation for AEFLA grants to states for Program Year (PY) 2003–2004 (or Fiscal Year 2003) was \$561,042,109. Nationally, this amount represented approximately 25 percent of the total amount expended at the state and local levels to support adult education and literacy in PY 2003–2004. States distribute 82.5 percent of the federal funds competitively, using 12 quality criteria identified in the law, to local adult education providers. The provider network includes a variety of local agencies – local educational agencies, community colleges, community-based organizations, and volunteer literacy organizations. Many adult education programs also work with welfare agencies at the state and local level to provide instruction to adults needing basic skills who are receiving Temporary Assistance for Needy Families (TANF) benefits. In addition, adult education supports adults in job training programs through partnerships with One Stop Career Centers and other job training programs in the community.

Courses of instruction offered by local providers include:

- Adult Basic Education (ABE), instruction in basic skills designed for adults functioning at the lower literacy levels to just below the secondary level;

- Adult Secondary Education (ASE), instruction for adults whose literacy skills are at approximately the high school level and who are seeking to pass the General Educational Development (GED) tests or obtain an adult high school credential; and
- English Literacy (EL), instruction for adults who lack proficiency in English and who seek to improve their literacy and competence in English.

In PY 2003–2004, the program enrolled 2,677,119 learners, of which just under 40 percent (39.7) were enrolled in Adult Basic Education, 16.5 percent were enrolled in Adult Secondary Education, and 43.8 percent were enrolled in English Literacy programs, as shown in Table 1, below.

Table 1

Enrollment by Program Area, PY 2003–2004

Program Area	Enrollment	Percent of Total Enrollment
Adult Basic Education	1,061,814	39.7%
Adult Secondary Education	442,726	16.5%
English Literacy	1,172,579	43.8%
Total	2,677,119	

Table 2 shows the percent of learners in the three program areas by age, and Table 3 shows the ethnic composition of learners by age.

Table 2

Enrollment by Program Area by Age, PY 2003–2004*

Program Area	16–18	19–24	25–44	45–59	60 & Older	Total	
Adult Basic Education	176,422	314,908	417,261	120,897	32,326	1,061,814	100%
Adult Secondary Education	158,252	132,110	119,873	26,311	6,180	442,726	100%
English Literacy	37,917	230,522	663,511	181,356	59,273	1,172,579	100%
Total	372,591	677,540	1,200,645	328,564	97,779	2,677,119	100%

Table 3

Enrollment by Ethnicity by Age, PY 2003–2004*

Age Group	American Indian or Alaskan Native		Asian		Black, or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total	
16–18	5,786	2%	6,825	2%	84,942	23%	111,986	30%	4,678	1%	158,374	43%	372,591	100%
19–24	11,541	2%	23,709	3%	158,194	23%	279,746	41%	6,473	1%	197,877	29%	677,540	100%
25–44	14,582	1%	96,134	8%	218,664	18%	603,722	50%	6,923	1%	260,620	22%	1,200,645	100%
45–59	3,364	1%	42,927	13%	60,524	18%	131,945	40%	2,094	1%	87,710	27%	328,564	100%
60 & Older	698	1%	20,139	21%	13,165	13%	30,169	31%	660	1%	32,948	34%	97,779	100%
Total	35,971	1%	189,734	7%	535,489	100%	1,157,568	100%	20,828	1%	737,529	28%	2,677,119	100%

* Percentages may not add to 100% due to rounding.

As shown in Table 2, in PY 2003–2004, most participants (70 percent) were between the ages of 19 and 44, but the age distribution varied across instructional area. For example, participants in Adult Secondary Education tended to be younger: 66 percent were between the ages of 16 and 24. Participants in English Literacy, on the other hand, tended to be older: 57 percent were between the ages 25 and 44, and an additional 20 percent were 45 years of age or older.

The participation of 16 to 18 year olds in adult education is of particular interest to policy-makers because earning a high school diploma through the regular elementary and secondary education system is the preferred outcome for these youth. In PY 2003–2004, as in the previous three program years, 14 percent of program participants were between the ages of 16 and 18. As shown in Table 3, a plurality of these youth were white (43 percent). Another 30 percent were Hispanic, while 23 percent were African-American. In contrast, Hispanics comprised a plurality in most of the other age cohorts: 41 percent of 19 to 24 year olds, 50 percent of 25 to 44 year olds, and 40 percent of 45 to 59 year olds.

The extent to which 16 to 18 year olds participate in adult education varies widely across states. Table 4 shows the number of 16 to 18 year olds who enrolled in adult education in each state in each of the last three program years, and the percentage of total participants this number represents.

Table 4

Enrollment of Youth Ages 16–18 in Adult Education, by State

State or Outlying Area	Program Year 2001–2002		Program Year 2002–2003		Program Year 2003–2004	
	# 16–18 Year Olds Enrolled	% of Total Participants	# 16–18 Year Olds Enrolled	% of Total Participants	# 16–18 Year Olds Enrolled	% of Total Participants
Alabama	5,629	29%	6,545	30%	6,643	31%
Alaska	810	15%	735	16%	606	17%
Arizona	4,337	13%	3,033	9%	2,374	9%
Arkansas	6,669	17%	6,644	17%	5,408	15%
California	49,554	9%	49,960	9%	50,771	9%
Colorado	2,410	16%	2,373	16%	2,138	14%
Connecticut	5,759	18%	6,165	19%	6,411	19%
Delaware	1,096	20%	898	15%	988	16%
District of Columbia	322	9%	195	6%	209	7%
Florida	104,850	26%	95,291	25%	100,220	27%
Georgia	18,855	17%	19,421	17%	18,476	16%
Hawaii	2,400	22%	2,679	25%	1,658	18%
Idaho	1,561	16%	1,618	18%	1,268	17%
Illinois	7,060	6%	7,164	5%	8,920	7%
Indiana	13,916	31%	12,662	31%	12,308	30%
Iowa	3,277	17%	2,984	18%	2,101	17%
Kansas	2,568	24%	2,357	23%	2,104	21%
Kentucky	5,702	17%	5,656	16%	3,507	11%
Louisiana	9,621	30%	9,372	29%	8,156	25%

State or Outlying Area	Program Year 2001–2002		Program Year 2002–2003		Program Year 2003–2004	
	# 16–18 Year Olds Enrolled	% of Total Participants	# 16–18 Year Olds Enrolled	% of Total Participants	# 16–18 Year Olds Enrolled	% of Total Participants
Maine	3,068	28%	2,525	24%	2,196	25%
Maryland	3,973	13%	3,764	13%	3,745	12%
Massachusetts	1,709	7%	1,337	6%	1,425	7%
Michigan	3,838	5%	3,644	5%	2,387	5%
Minnesota	2,808	7%	2,476	6%	2,426	5%
Mississippi	7,267	21%	6,776	19%	5,150	19%
Missouri	6,561	16%	7,065	17%	4,156	11%
Montana	992	22%	977	22%	850	22%
Nebraska	1,974	21%	1,986	19%	1,773	17%
Nevada	461	6%	449	6%	437	5%
New Hampshire	990	15%	909	14%	821	14%
New Jersey	2,814	7%	2,831	7%	2,814	7%
New Mexico	3,652	17%	3,820	18%	3,691	16%
New York	11,850	7%	5,915	4%	7,429	4%
North Carolina	21,768	19%	19,741	18%	19,418	18%
North Dakota	503	23%	487	23%	457	21%
Ohio	6,984	11%	5,764	10%	4,787	8%
Oklahoma	3,833	18%	3,710	17%	2,873	14%
Oregon	4,074	15%	3,334	13%	2,800	13%
Pennsylvania	6,021	12%	2,757	5%	6,508	12%
Puerto Rico	9,979	18%	13,414	27%	15,634	34%
Rhode Island	631	12%	531	12%	577	11%
South Carolina	12,710	14%	7,789	11%	7,284	11%

State or Outlying Area	Program Year 2001–2002		Program Year 2002–2003		Program Year 2003–2004	
	# 16–18 Year Olds Enrolled	% of Total Participants	# 16–18 Year Olds Enrolled	% of Total Participants	# 16–18 Year Olds Enrolled	% of Total Participants
South Dakota	611	22%	614	18%	582	16%
Tennessee	6,381	14%	6,620	14%	8,829	18%
Texas	14,073	12%	14,436	11%	13,845	11%
Utah	3,710	12%	3,258	10%	3,143	10%
Vermont	206	18%	427	22%	716	31%
Virginia	2,907	9%	2,642	8%	2,351	8%
Washington	3,683	6%	3,385	6%	1,990	5%
West Virginia	1,651	16%	1,923	18%	1,754	17%
Wisconsin	4,723	15%	3,970	13%	3,864	13%
Wyoming	692	31%	737	28%	695	29%
United States	403,493	15%	375,765	14%	371,673	14%

Source: U.S. Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy, March 2006

Accountability System—The National Reporting System

Since Program Year 2000, the National Reporting System (NRS) has been the accountability system for the adult education program. Each state has established a performance accountability system that meets NRS requirements, and NRS data are the basis for assessing the effectiveness of states in achieving continuous improvement of adult education and literacy activities to optimize the return on investment of federal funds [P.L. 105-220 Section 212(a)]. The NRS includes three core indicators, identified in AEFLA, that are used to assess state performance:

- Demonstrated improvements in the literacy skill levels in reading, writing and speaking English, numeracy, problem-solving, English language acquisition, and other literacy skills;
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement; and
- Receipt of a secondary school diploma or a recognized equivalent [P.L. 105-220, Section 212(b)(2)].

These indicators are embodied in the five basic core measures of the NRS:

- **Educational Gain**—The percentage of adult learners in basic and English literacy programs who acquire the basic or English language skills needed (validated through standardized assessment) to complete the educational functioning level in which they were initially enrolled.

To measure educational gain, the NRS established a hierarchy of six educational functioning levels, from beginning literacy through high school-level completion, and six levels for English literacy, from beginning literacy level to high advanced. The levels are defined through reading, writing, numeracy and functional and workplace skills (and, for English literacy, speaking and listening skills) at each level. Included for each level is a corresponding set of benchmarks on commonly used standardized assessments, such as the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS), as examples of how students functioning at each level would perform on these tests.

- **High School Completion**—The percentage of adult learners with a high school completion goal who earned a high school diploma or recognized equivalent.
- **Entered Postsecondary Education**—The percentage of adult learners who establish a goal to continue their education at the postsecondary level and who entered postsecondary education or training after program exit.
- **Entered Employment**—The percentage of unemployed adult learners (in the workforce) with an employment goal who obtained a job within one quarter after program exit.
- **Retained Employment**—The percentage of adult learners with a job retention goal who (a) entered employment within one quarter after exiting and (b) were still employed in the third quarter after program exit.

States also may identify additional performance indicators for adult education and literacy activities and incorporate these indicators, as well as corresponding annual levels of performance, in their state plans.

Setting Performance Benchmarks

The Adult Education and Family Literacy Act requires that states work with OVAE to determine the levels of performance for the core measures that become baseline performance levels for subsequent decisions related to federal incentives. States that exceed the agreed upon performance levels may be eligible for incentive awards. To qualify for an incentive award, a state must exceed performance levels for Title I and Title II of the Workforce Investment Act as well as for the Carl D. Perkins Vocational and Technical Education Act.

The determination of whether a state has exceeded its adjusted levels of performance is based on the state's cumulative achievement across all measures. This is done by calculating the percent of the state adjusted level achieved for each measure, and then averaging the percent achieved across all measures. When the cumulative average exceeds 100 percent, the state is deemed to have exceeded the overall adjusted performance levels.

WIA section 503 indicates that incentive awards are to be issued in an amount not less than \$750,000 and not more than \$3,000,000, to the extent that funds are available; otherwise, prorated amounts are to be awarded. In PY 2003–2004, forty-three states exceeded their adult education performance levels. Nineteen of those states also exceeded WIA Title I and Perkins performance levels and qualified to receive a share of the \$16.6 million available for incentive awards for PY 2003–2004. The nineteen states were: Alabama, Colorado, Delaware, Georgia, Iowa, Indiana, Louisiana, Maryland, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Nevada, Oregon, Pennsylvania, South Carolina, South Dakota, and Tennessee. In PY 2003–2004, AEFLA funds for the incentive grants were \$10,152,002, Perkins funds were \$6,453,041, and WIA (Title I) were \$0.

Table 5 identifies the core outcome measures and the number of states that met, exceeded, or did not meet their performance targets on the outcome measures for PY 2003–2004. Forty-three states met or exceeded the average performance targets negotiated for the basic literacy sub-measures for educational gain, while nine states did not meet their negotiated targets. Thirty-nine states met or exceeded the average performance targets negotiated for the English literacy (English language acquisition) sub-measures for educational gain, while thirteen states did not meet their targets. Forty states met or exceeded their targets for the high school completion measure, and forty-three states met or exceeded their performance targets for transitioning into postsecondary education or training.

Forty states met or exceeded their performance targets for the employment measure, and forty-one states met or exceeded their job retention targets.

Table 5

States Meeting/Not Meeting Performance Targets for Core Performance Measures

Core Performance Measures						
Core Measures	Educational Gain		High School Completion	Transition Post-Secondary Education	Entered Employment	Retained Employment
Sub-Measures	Basic Literacy Skills	English Literacy Skills				
Number of States Meeting/Exceeding Targets	43*	39*	40	43	40	41
Number of States Not Meeting/Exceeding	9	13	12	9	12	11
Number of States Reporting	52	52	52	52	52	52

* The average performance of all sub-measures equaled or exceeded the average performance targets for all sub-measures.

Measuring Educational Gain

Under the NRS, each state must establish standardized assessment procedures local programs must use, first at intake, to identify an adult learner's educational functioning level and then, after a period of instruction, to measure educational gain (level advancement). States are free to use the assessments that best address the needs of their students and delivery system, but they must use *standardized* assessments. Consequently, each state assesses students somewhat differently, using different assessments and posttests of students at different times. The most frequently used assessments are the Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), and the Basic English Skills Test (BEST or BEST Plus), the last used exclusively with English Literacy learners.

The following tables identify the number and percentage of adults enrolled in each of the educational levels in the ABE, ASE, and EL programs. The enrollment figures represent initial

student placement based on standardized tests administered at program entry. Within ABE/ASE, the majority of students (47 percent) fall within the intermediate level, while for English literacy the majority (50 percent) are within the beginning level. Secondary (ASE) or advanced (EL) levels comprise 29 and 16 percent, respectively.

Table 6

Adult Basic and Secondary Education by Educational Level

ABE/ASE Level*	Number Enrolled	Percent Enrolled
Beginning Literacy	153,744	10%
Beginning	205,010	14%
Low Intermediate	303,741	20%
High Intermediate	399,319	27%
Low Adult Secondary	271,548	18%
High Adult Secondary	171,178	11%
Total	1,504,540	

* Grade Level Equivalent—2 years

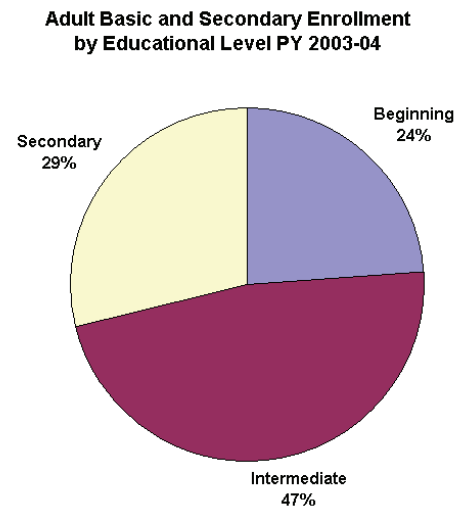
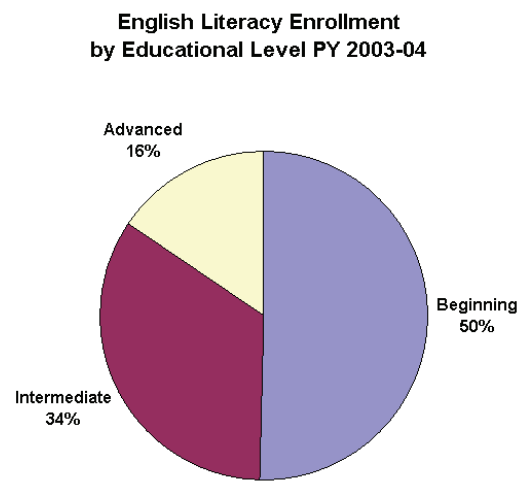


Table 7

English Literacy Enrollment by Educational Level

EL Level	Number Enrolled	Percent Enrolled
Beginning Literacy	247,916	21%
Beginning	342,928	29%
Low Intermediate	241,707	21%
High Intermediate	157,439	13%
Low Advanced	137,642	12%
High Advanced	44,947	4%
Total	1,172,579	



Collecting Follow-up Measures

The four follow-up outcome measures need be collected only for students who identified the outcomes as a goal for attending and who left the program within this reporting period, July 1, 2003, through June 30, 2004. States may collect these measures through the use of administrative records or through a follow-up survey. The use of administrative records is clearly preferred because of its greater accuracy and lower cost and is possible in most states for the high school completion measure. In PY 2003–2004, 38 states used administrative records to determine student outcomes for high school completion and 4 additional states supplemented administrative records with surveys. For the employment measures, consulting state unemployment insurance (UI) wage records is the most efficient, accurate, and cost-effective approach to determine the post-program employment outcomes. However, not all states have the capability to use the UI system; there are data privacy issues or technical problems in some states. Twenty eight states used this method solely (compared to 22 states in PY 2001), and an additional 6 states used this method in combination with surveys. For entrance to postsecondary education, there are few comprehensive databases available to states for measuring postsecondary enrollment. Consequently, most states must use individual student surveys to collect some or all of the follow-up measures. Table 8 identifies how states currently collect data for the four follow-up measures.

Table 8

Number of States Using Data Collection Methods for Follow-up Measures

Measure	Data Collection Method			
	Administrative Records/ Data Matching	Survey	Both	<div> <div style="display: inline-block; width: 10px; height: 10px; background-color: #add8e6; border: 1px solid black; margin-right: 5px;"></div> Data Match <div style="display: inline-block; width: 10px; height: 10px; background-color: #ffff00; border: 1px solid black; margin-right: 5px; margin-left: 10px;"></div> Survey <div style="display: inline-block; width: 10px; height: 10px; background-color: #000080; border: 1px solid black; margin-left: 10px;"></div> Both </div>
Obtained High School Diploma or Passed GED	38	10	4	
Entered Postsecondary Education	19	26	7	
Entered Employment	28	18	6	
Retained Employment	28	18	6	

FEDERAL INVESTMENTS TO IMPROVE PROGRAM DATA AND ACCOUNTABILITY

Through the NRS project, OVAE has provided states with training and technical assistance to improve the quality and use of NRS data. This assistance has also included the development of guidebooks that helped states implement the NRS requirements and provided additional instruction on conducting follow-up surveys and other data quality issues. Over the last four years, OVAE has also made training resources available online. To monitor improvements in data quality, OVAE has continued to use state NRS data quality standards, which identify the policies, processes, and

materials that states and local programs should have in place to collect valid and reliable data. The standards define quality data policies and procedures and also provide guidance to states on how to improve their systems.

Federal Assistance in PY 2003–04

In PY 2003–2004, OVAE continued to promote improvement in the quality and use of state NRS data through resources and state training. For example, in the spring of 2004, the NRS held regional trainings entitled *Data Monitoring for Program Improvement*. Topics covered during these three-day meetings included “Shared Accountability with Appropriate Rewards and Sanctions” and the development of state action plans. These sessions built on the foundation established by the NRS national institute held the previous summer (July, 2003) entitled *Using NRS Data for Program Management and Improvement*, based on a second guidebook with the same title.

“The excellent training materials were very useful and easy to tailor for our statewide training... The NRS Guidelines and staff trainings on using data for program improvement have contributed to progress at the program level across our state.
--Massachusetts Project Manager

In addition to in-person workshops and hands-on experiences, the NRS added, updated, and expanded the Web-based training courses. The NRS has two Web sites to provide continuous and ongoing training resources for the field.

- **NRSWeb** (www.nrsweb.org)—provides an overview of the NRS; training materials; guidelines for data quality, use, collection, and reporting; and other publications and links.
- **NRSOnline** (www.nrsonline.org)—offers interactive trainings, a learner self-assessment, and information about the implementation of NRS to adult education teachers, administrators, and others interested in adult education.

The NRS project has also helped states meet the requirement to have individual student record systems in a relational database to report and use NRS data for program improvement. Through the NRS, 13 states received training and resources on developing and improving their management information systems to meet these requirements. For example, a small group of states sent data personnel to attend a training session in Washington, DC, held in the fall of 2003. An NRS team member who is an MIS expert worked with each state to develop plans to build a student-level data system. The NRS staff has also provided individual technical assistance to dozens of states on meeting NRS requirements, improving data quality, and using data. States have also received assistance on monitoring local programs and setting local performance standards.

NRS Implementation by States

States continue to focus on ways to improve and use data for overall program management.

For example, states have reported:

- Setting performance standards that include a system of sanctions and rewards and shifting toward performance-based funding.
- Strengthening processes for monitoring and evaluation to include more desk monitoring with data and indicators of program quality.
- Continually training staff on the use of data for decision making related to program improvement, including professional development and changes in the delivery of services, assessments, and instruction throughout the state. For example, states are initiating systemic reforms by adopting standards-based education, and many are “mining their data” to guide reform efforts.

As data systems have become more stable, many states can rely on real-time data to set performance standards, monitor local performance, and implement performance-based funding.

“By using NRS data we are continually improving program performance. Some ways we have used NRS data to improve program performance include: allocating resources, making fact-based decisions, raising standards and expectations, setting goals and measuring progress, evaluating program performance, informing the public, and planning staff development events, just to name a few.

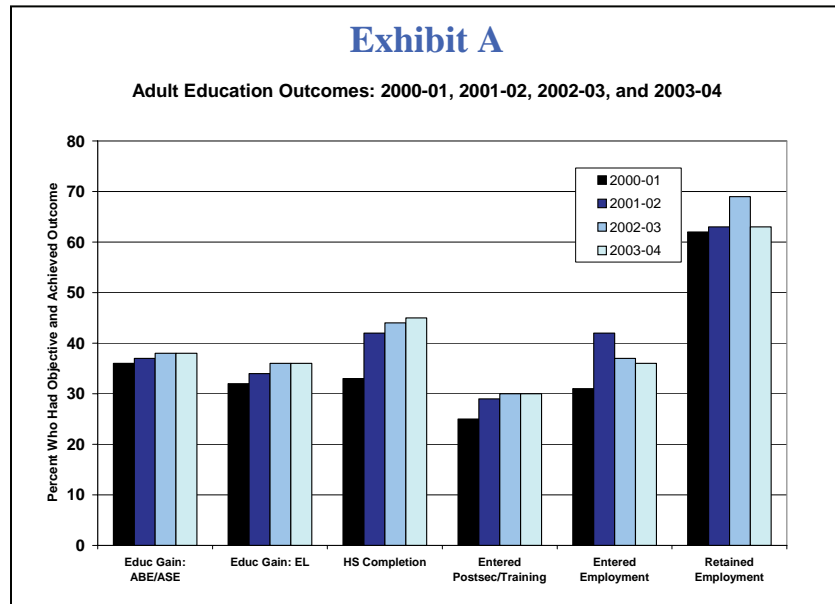
-- Alabama
State Administrator for GED

Stable data are being used more meaningfully by administrators, teachers, and support staff to make decisions that help them design more effective programs to meet students’ needs. Training conducted during the second phase of NRS has prepared local staff in many states to access and use their data on a regular basis. Staff can now use data as part of their research to identify effective practices for classroom instruction, professional development and goal-setting and to determine which support mechanisms will help learners persist long enough to reach their education, training, and

employment goals. As staff get more directly involved in using data, they begin to trust the data and participate more effectively in the program improvement process.

SUMMARY OF NATIONAL PERFORMANCE RESULTS

Program Year 2003–2004 marked the fourth year of the implementation of the NRS accountability requirements. Below is a summary chart providing a comparison of actual performance on each of the core measures for adult education for the four years under the NRS. Most measures showed improvement over the four years. For the two educational gain measures and transition to postsecondary, there was a steady, modest increase, while high school

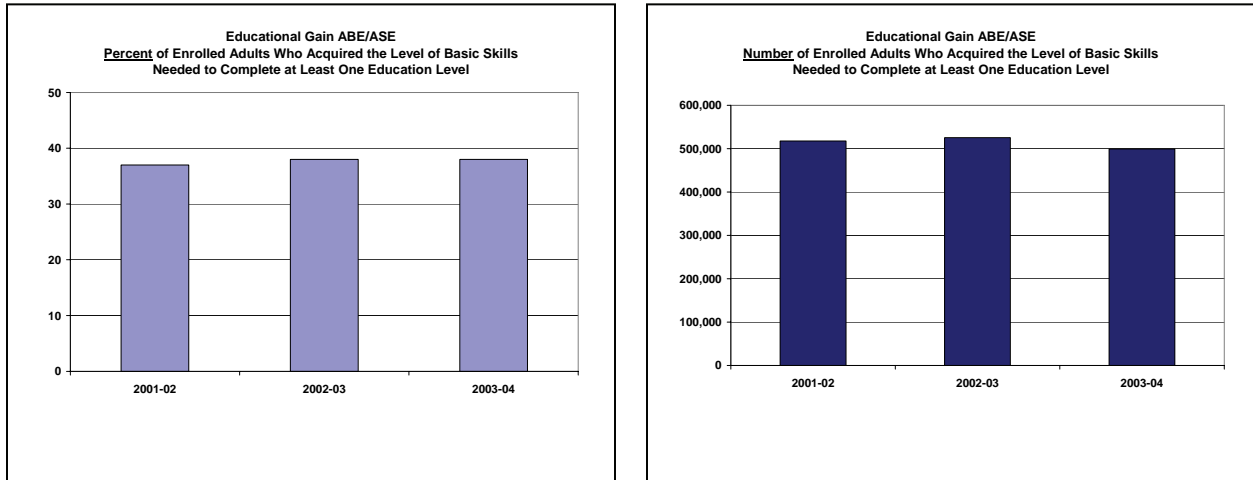


completion showed the greatest overall improvement. Employment entrance and retention also showed trends of improvement with spikes in 2001–02 and 2002–03, respectively.

Exhibit B

Educational Gain—Basic Literacy Skills

Percent of enrolled adults who acquired the level of basic skills needed to complete at least one educational level (minimum Grade Level Equivalent—2 years).



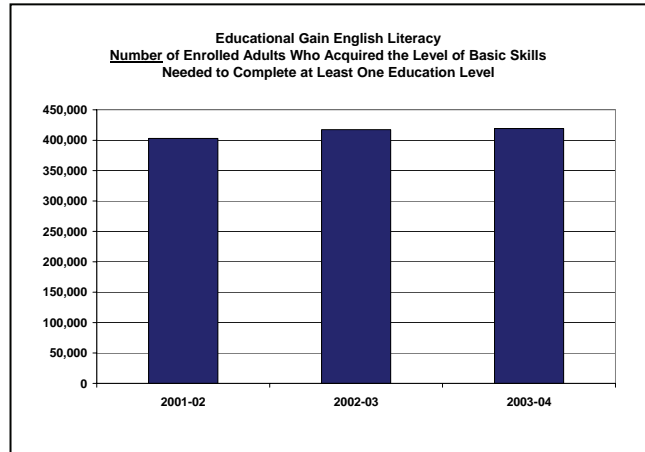
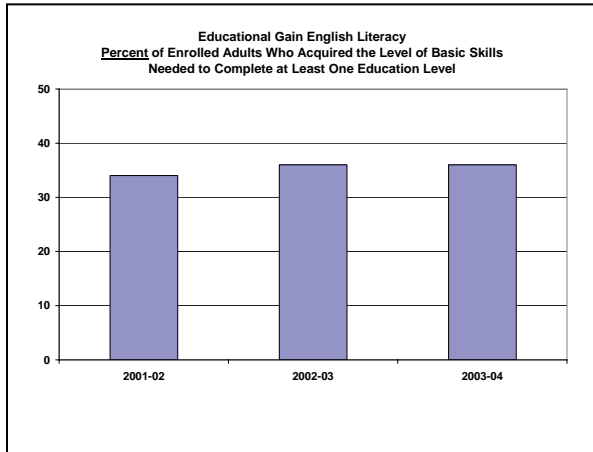
- Over three program years, **1,542,907** adults advanced one or more educational levels

Exhibit B shows that 38 percent of students enrolled in ABE and low ASE in PY 2003–2004 advanced at least one educational level, consistent with the previous program year. This is a modest 2 percentage point increase over the baseline year of 2000–01.

Exhibit C

Educational Gain—English Language Acquisition

Percent of enrolled adults who acquired the level of English language skills needed to complete at least one educational level.



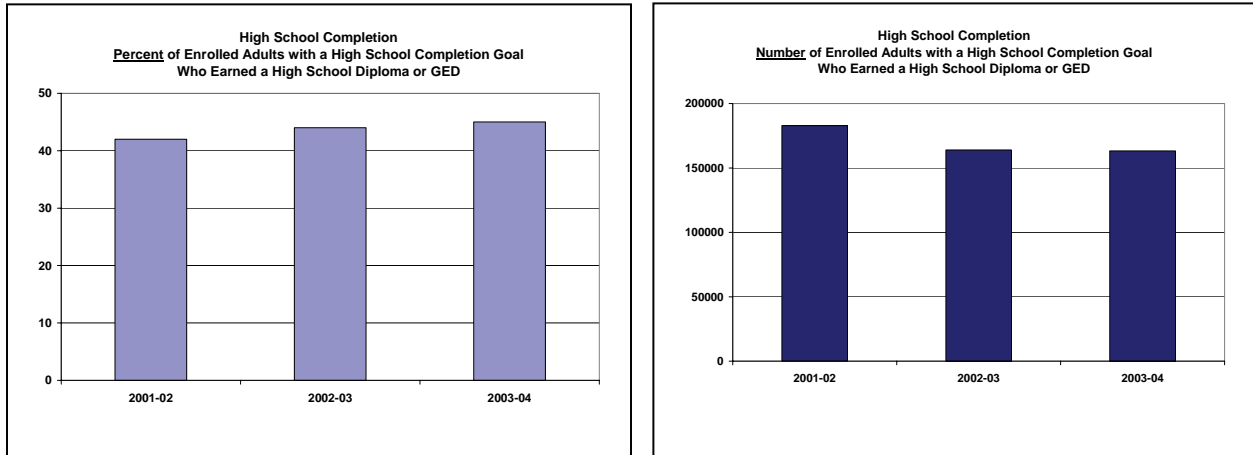
- Over three program years, **1,239,910** adults advanced one or more education levels

Exhibit C shows the percentage and number of learners enrolled in the six EL levels that advanced one or more educational levels in PY 2003–2004, compared to PY 2001–2002 and PY 2002–2003. The number of learners advancing at least one level increased from about 403,000 in PY 2001–2002 to a high of nearly 420,000 (418,732) students in PY 2003–2004.

Exhibit D

High School Completion

Percent of enrolled adults with a high school completion goal who earned a high school diploma or GED.



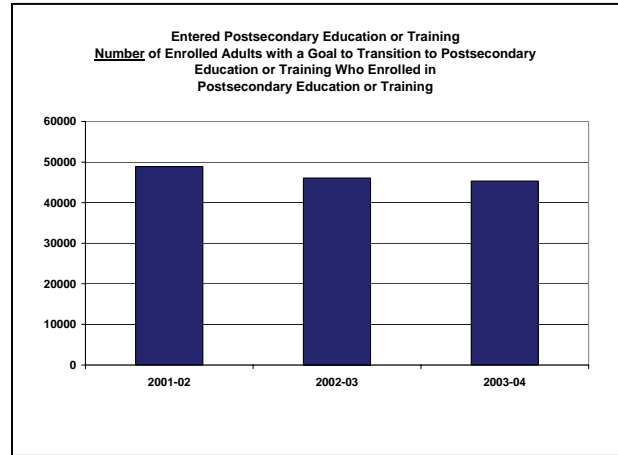
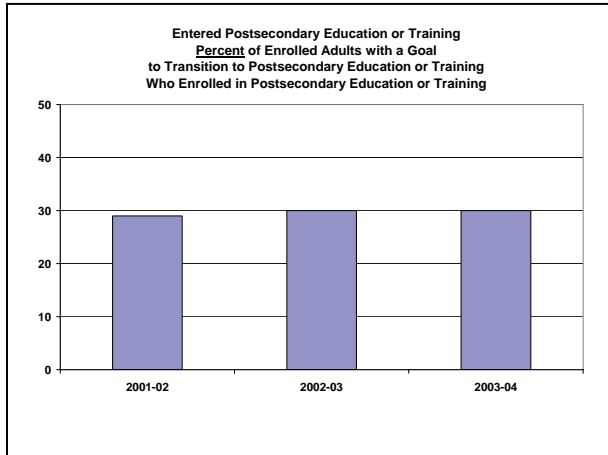
- Over three program years, **509,836** adults earned a high school diploma or GED

Exhibit D shows the percent and number of enrolled adults who had a goal of high school completion and obtained a diploma or passed the GED tests. The percent of students achieving this goal continued to increase to 45 percent in PY 2003–2004, a 36 percent increase over the baseline (33 percent in 2000–01). However, the number of students having and attaining this goal has declined by almost 20 percent since the baseline PY 2000–01. This difference is, in part, a result of the publication of a revised version of the GED test in PY 2001 to replace the one that had been in use for over twenty years. A large number of adults enrolled in PY 2000–2001 to prepare to complete the GED prior to the publication of the new test.

Exhibit E

Entered Postsecondary Education or Training

Percent of enrolled adults with a goal to transition to postsecondary education or training who enrolled in postsecondary education or training after exiting the program.



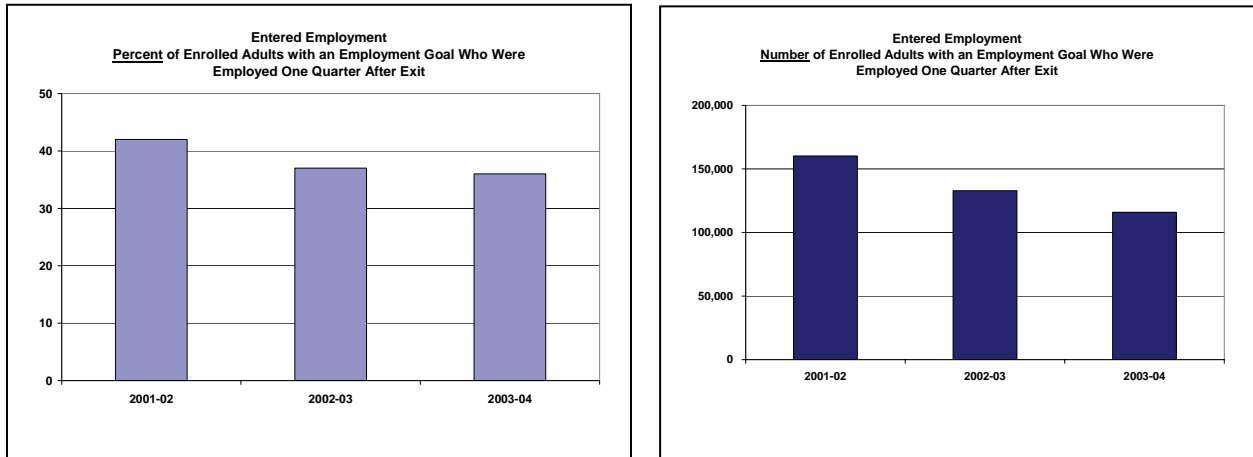
- Over three program years, **140,192** adults enrolled in postsecondary education or training

Exhibit E shows that, among adults who entered with a goal of transition to postsecondary education or training, 30 percent, or approaching 50,000 students (45,264), entered a postsecondary institution after exiting the program in PY 2003–2004. This is an increase from the 25 percent and 29 percent of adults in 2000–01 and 2001–02, respectively, who entered postsecondary education.

Exhibit F

Entered Employment

Percent of enrolled adults with an employment goal who were employed one quarter after exit.



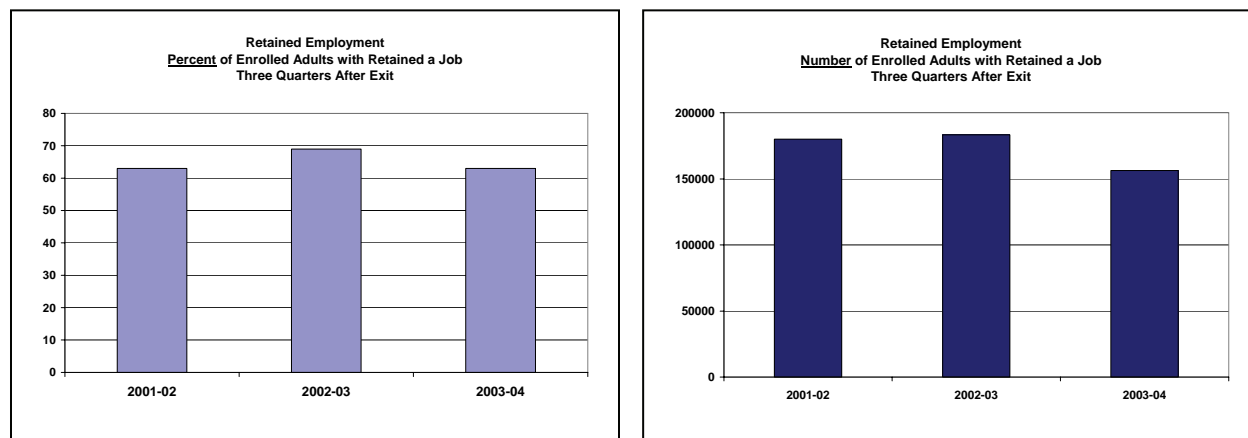
- Over three program years, **408,768** adults were employed one quarter after program exit

Exhibit F shows that the number and percent of enrolled adults who had a goal of obtaining employment and were employed one quarter after exiting the program decreased to about 116,000 students and 36 percent. Much of this decrease may be attributable to the fact that the number of students who had employment as a goal decreased by more than 30,000 over that same year.

Exhibit G

Job Retention

Percent of enrolled adults who retained a job three quarters after program exit.



- Over three program years, **519,526** adults retained employment three quarters after leaving the program

Exhibit G shows that in PY 2003–2004, 63 percent of participants, or over 150,000 participants, retained a job three quarters after program exit, which was consistent with the 63 percent of students who retained employment in PY 2001–2002.

The following pages present national student and program data from the NRS. Following these pages are data tables for each of the 50 states, the District of Columbia, and Puerto Rico. The state tables begin with a one-page demographic display of each state’s program, including the amount of federal adult education funds allocated to the state for FY 2003. The second page of each state analysis contains a summary of the state’s performance on each performance measure required by AEFLA. The state’s PY 2003–2004 performance is compared to its PY 2001–2002 and PY 2002–2003 performance on each measure.

National Profile of Selected Program and Student Information

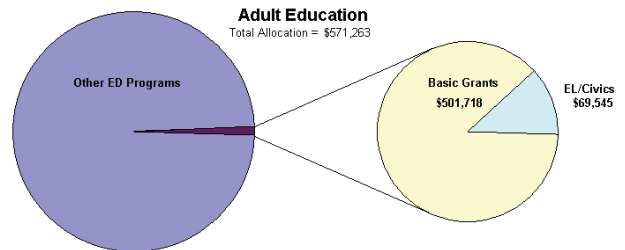
PROGRAM FACTS 2003–2004

UNITED STATES

Participant Status

	2002–03	2003–04
Employed	1,022,394	1,008,684
Unemployed	1,044,223	1,054,507
Correctional Setting	265,575	249,620
On Public Assistance	284,272	284,426
Other Institutionalized	38,303	39,445

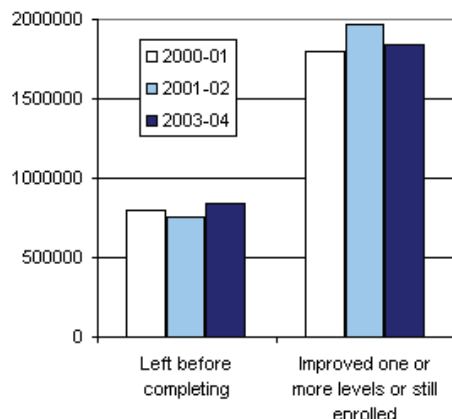
FY 2003 Federal Allocations in Thousands of Dollars



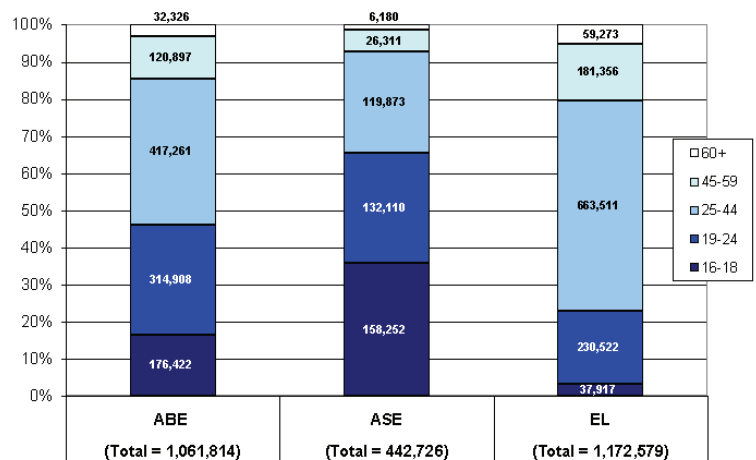
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	22,355	6,504	7,112	35,971	–6%
Asian	19,989	8,961	160,784	189,734	–8%
Black/African American	378,853	96,636	60,000	535,489	–7%
Hispanic/Latino	210,470	114,144	832,954	1,157,568	3%
Native Hawaiian/Pacific Islander	8,863	6,877	5,088	20,828	–13%
White	421,284	209,604	106,641	737,529	–9%
TOTAL	1,061,814	442,726	1,172,579	2,677,119	–4%
Gender					
Male	514,796	223,772	485,383	1,223,951	–3%
Female	547,018	218,954	687,196	1,453,168	–1%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003–04



PROGRAM FACTS 2003–2004

United States

	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education ¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	37	38	38	499,341	1,542,907
2. English Literacy ² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	34	36	36	418,732	1,239,910
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	42	44	45	162,954	509,836
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	29	30	30	45,264	140,192
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	42	37	36	115,766	408,768
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	63	69	63	156,163	519,526

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

State Profiles of Selected Program and Student Information

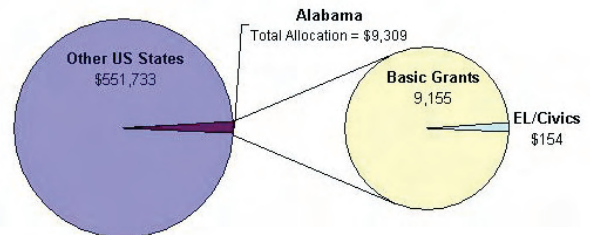
PROGRAM FACTS 2003–2004

ALABAMA

Participant Status

	2002–03	2003–04
Employed	7,411	7,119
Unemployed	11,631	11,368
Correctional Setting	2,193	1,802
On Public Assistance	3,293	3,385
Other Institutionalized	501	374

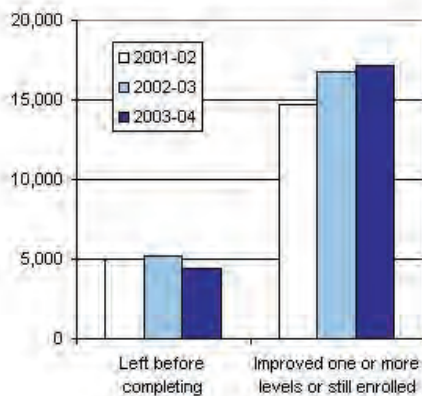
FY 2003 Federal Allocations in Thousands of Dollars



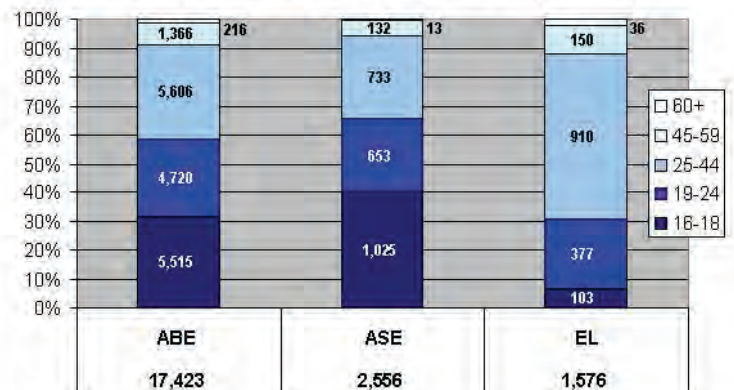
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2003–04
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	143	26	13	182	-7%
Asian	89	9	259	357	6%
Black/African American	8,226	501	25	8,752	-20%
Hispanic/Latino	372	39	1,172	1,583	-5%
Native Hawaiian/Pacific Islander	26	3	14	43	-39%
White	8,567	1,978	93	10,638	-9%
TOTAL	17,243	2,556	1,576	21,555	-13%
Gender					
Male	8,090	1,244	709	10,043	-3%
Female	9,333	1,312	867	11,512	-2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Alabama	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education³ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	25	41	40	7,633	21,619
2. English Literacy⁴ The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	34	39	40	625	1,701
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	33	53	51	2,166	6,882
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	29	56	46	506	1,166
Performance Measure IV: Entered Employment*					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	46	60	26	113	511
Performance Measure V: Retained Employment*					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	73	77	24	22	189

* Response rate was too low on follow-up survey to validate outcomes.

³ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

⁴ English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

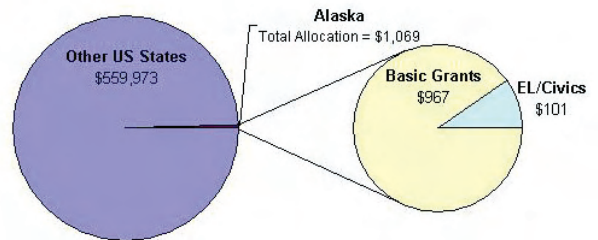
PROGRAM FACTS 2003–2004

ALASKA

Participant Status

	2002–03	2003–04
Employed	1,419	1,059
Unemployed	2,297	2,150
Correctional Setting		306
On Public Assistance		301
Other Institutionalized		43

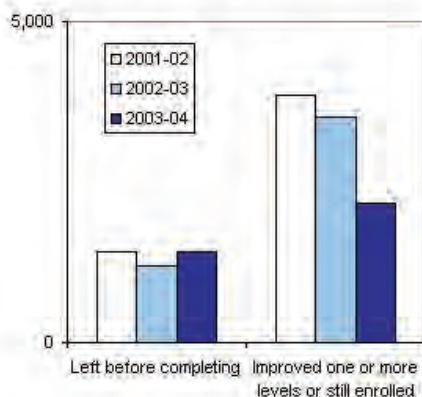
FY 2003 Federal Allocations in Thousands of Dollars



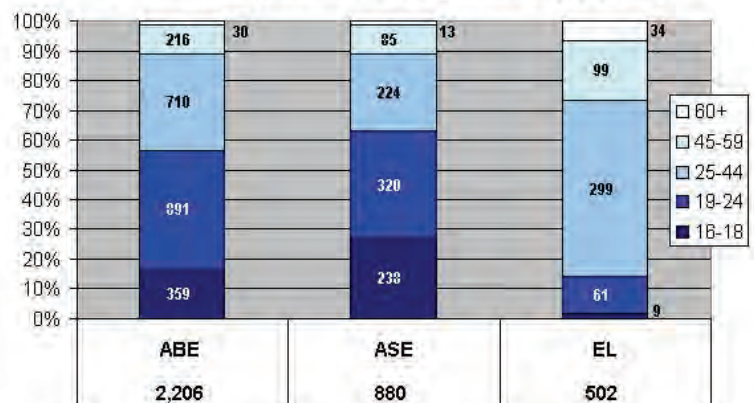
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	922	245	3	1,170	-22%
Asian	113	22	165	300	-55%
Black/African American	128	31	1	160	-33%
Hispanic/Latino	166	31	213	410	-39%
Native Hawaiian/Pacific Islander	50	11	7	68	-15%
White	827	540	113	1,480	-30%
TOTAL	2,206	880	502	3,588	-32%
Gender					
Male	1,001	508	148	1,657	-23%
Female	1,205	372	354	1,931	-25%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Alaska	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
3. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	44	41	49	1,285	3,915
4. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	19	32	31	156	782
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	54	54	79	1,138	3,316
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	37	32	74	158	562
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	55	62	324	1,348
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	53	55	73	58	244

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

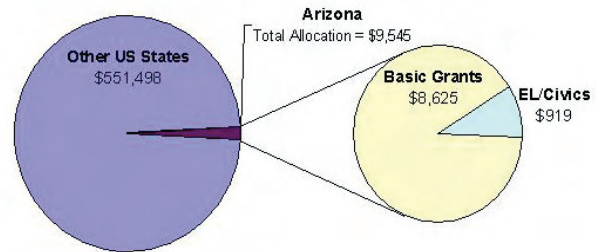
PROGRAM FACTS 2003–2004

ARIZONA

Participant Status

	2002–03	2003–04
Employed	14,750	12,679
Unemployed	12,317	10,535
Correctional Setting	1,544	1,172
On Public Assistance	1,743	1,593
Other Institutionalized	165	67

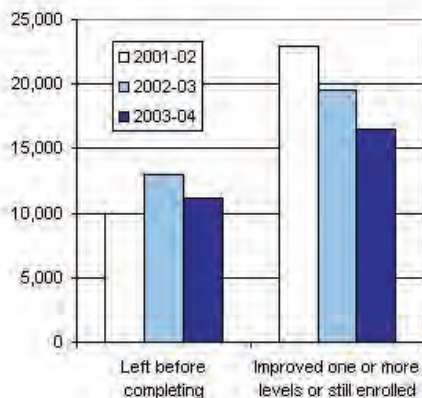
FY 2003 Federal Allocations in Thousands of Dollars



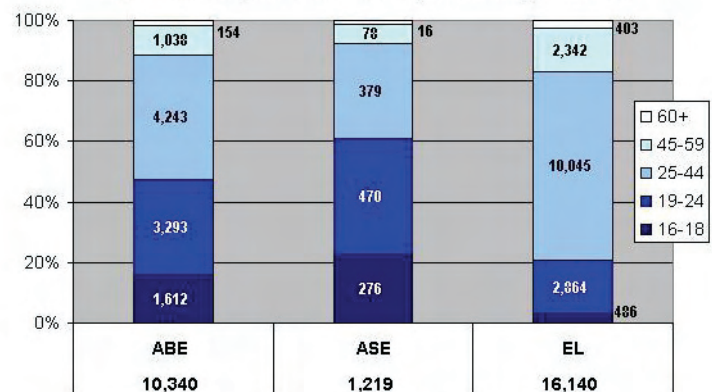
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	1,112	100	5	1,217	-28%
Asian	217	20	966	1,203	-13%
Black/African American	683	46	295	1,024	-14%
Hispanic/Latino	5,297	423	14,421	20,141	-16%
Native Hawaiian/Pacific Islander	46	10	10	66	3%
White	2,985	620	443	4,048	-15%
TOTAL	10,340	1,219	16,140	27,699	-16%
Gender					
Male	4,340	564	5,917	10,821	-15%
Female	6,000	655	10,223	16,878	-15%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Arizona	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	39	24	43	4,758	13,147
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	47	42	53	8,494	24,882
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	57	75	80	1,875	6,357
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	78	78	84	643	2,227
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	60	72	77	1,349	4,092
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	74	86	84	2,162	2,162

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

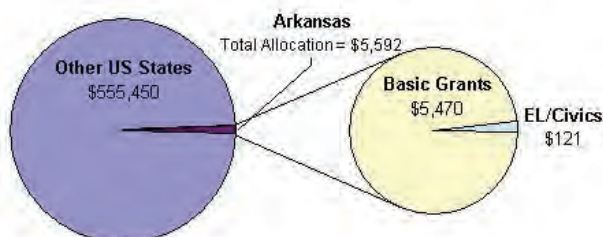
PROGRAM FACTS 2003–2004

ARKANSAS

Participant Status

	2002–03	2003–04
Employed	13,018	11,615
Unemployed	17,016	17,373
Correctional Setting	4,282	3,911
On Public Assistance	5,515	5,191
Other Institutionalized	1,692	1,369

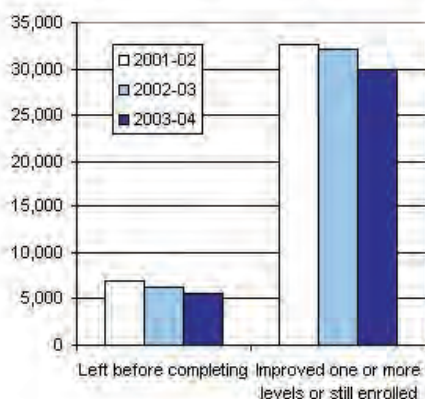
FY 2003 Federal Allocations in Thousands of Dollars



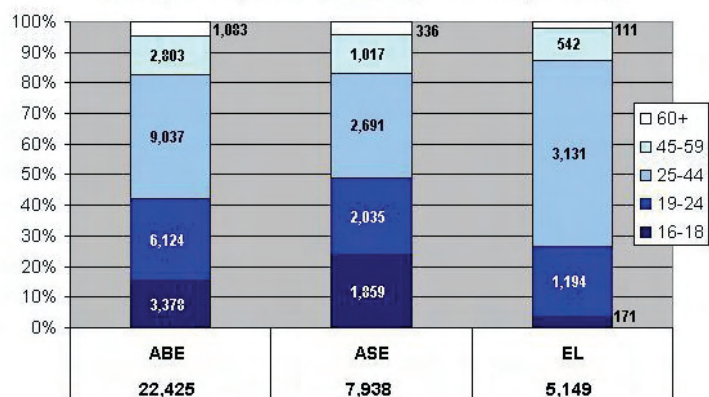
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	332	126	1	459	-14%
Asian	231	69	582	882	-6%
Black/African American	8,173	1,325	16	9,514	-24%
Hispanic/Latino	978	225	4,363	5,566	6%
Native Hawaiian/Pacific Islander	54	16	39	109	-24%
White	12,657	6,177	148	18,982	-13%
TOTAL	22,425	7,938	5,149	35,512	-14%
Gender					
Male	10,656	3,847	2,446	16,949	-7%
Female	11,769	4,091	2,703	18,563	-7%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Arkansas	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	44	43	55	14,761	39,935
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	39	35	54	2,759	6,389
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	77	65	74	4,575	15,094
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	61	65	77	1,113	3,664
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	69	62	76	1,848	7,172
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	61	72	80	1,125	5,060

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

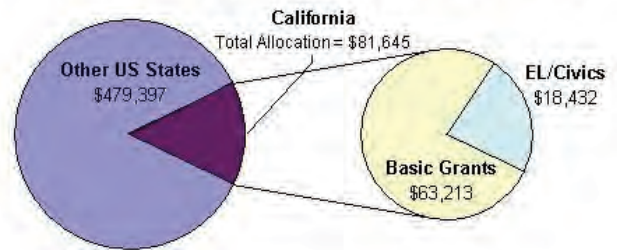
PROGRAM FACTS 2003–2004

CALIFORNIA

Participant Status

	2002–03	2003–04
Employed	201,760	214,278
Unemployed	157,109	177,964
Correctional Setting	34,345	40,902
On Public Assistance	28,548	28,543
Other Institutionalized	Not Collected	0

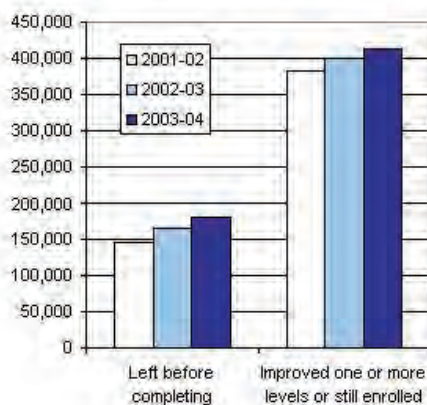
FY 2003 Federal Allocations in Thousands of Dollars



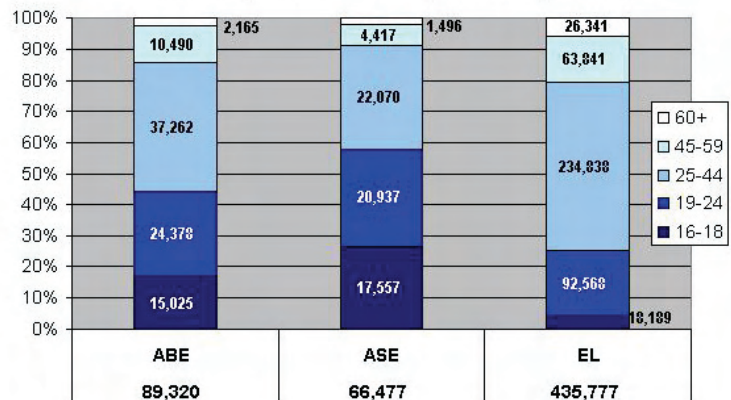
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	2,576	1,485	6,220	10,281	18%
Asian	3,904	3,419	72,210	79,533	-2%
Black/African American	18,264	8,111	2,808	29,183	1%
Hispanic/Latino	42,132	33,433	327,912	403,477	6%
Native Hawaiian/Pacific Islander	2,459	2,227	1,913	6,599	-11%
White	19,985	17,802	24,714	62,501	5%
TOTAL	89,320	66,477	735,777	591,574	4%
Gender					
Male	52,672	34,782	184,419	271,873	6%
Female	36,648	31,695	251,358	319,701	4%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

California	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	29	28	38,605	110,742
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	33	34	35	151,749	422,699
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	32	28	29	12,470	34,195
Performance Measure III: Entered Postsecondary Education or Training*					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	60	48	55	1,022	2,857
Performance Measure IV: Entered Employment*					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	55	54	55	1,288	3,106
Performance Measure V: Retained Employment*					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	86	82	82	865	2,273

*** Response rate was too low on follow-up survey to validate outcomes.**

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

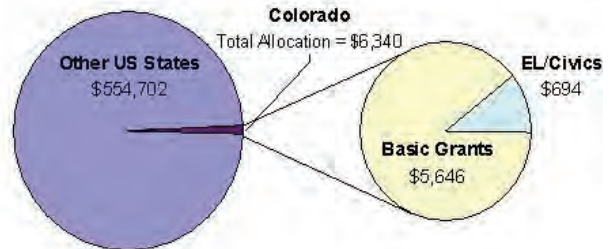
PROGRAM FACTS 2003–2004

COLORADO

Participant Status

	2002–03	2003–04
Employed	7,827	7,656
Unemployed	5,059	5,407
Correctional Setting	703	659
On Public Assistance	1,427	1,379
Other Institutionalized	5	577

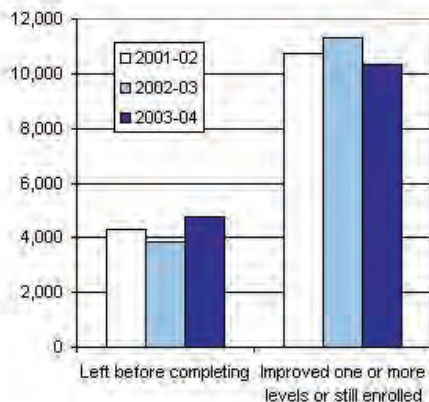
FY 2003 Federal Allocations in Thousands of Dollars



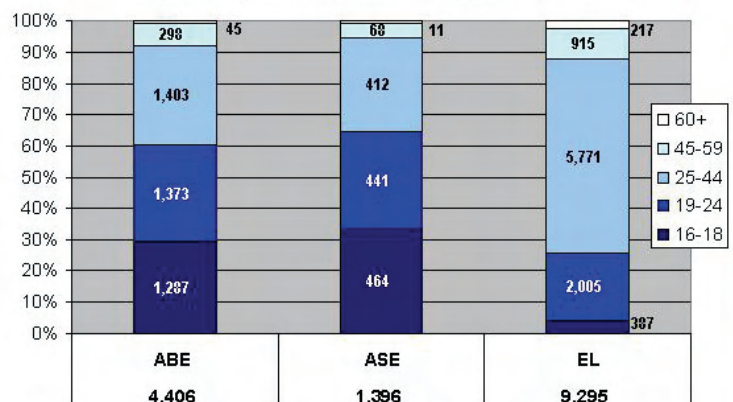
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	229	79	10	318	-7%
Asian	118	18	685	821	-17%
Black/African American	334	65	201	600	-17%
Hispanic/Latino	2,103	427	7,823	10,353	2%
Native Hawaiian/Pacific Islander	20	10	8	38	9%
White	1,602	797	568	2,967	-8%
TOTAL	4,406	1,396	9,295	15,097	-3%
Gender					
Male	1,708	676	3,777	6,161	-3%
Female	2,698	720	5,518	8,936	2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Colorado	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	50	50	43	2,249	7,879
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	40	47	43	3,951	11,709
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	59	51	45	1,053	3,659
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	73	49	65	301	930
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	93	77	30	125	1,011
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	94	91	46	165	2,527

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

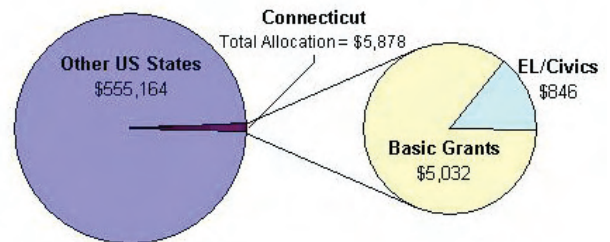
PROGRAM FACTS 2003–2004

CONNECTICUT

Participant Status

	2002–03	2003–04
Employed	14,155	14,297
Unemployed	11,402	11,385
Correctional Setting	2,690	2,580
On Public Assistance	772	685
Other Institutionalized	140	108

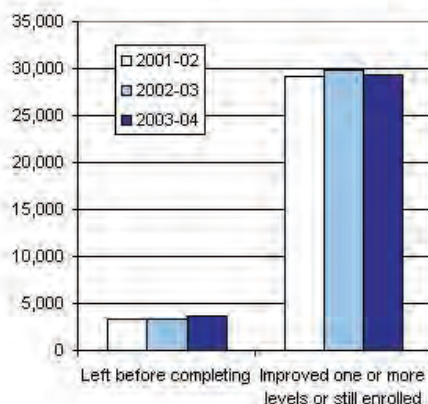
FY 2003 Federal Allocations in Thousands of Dollars



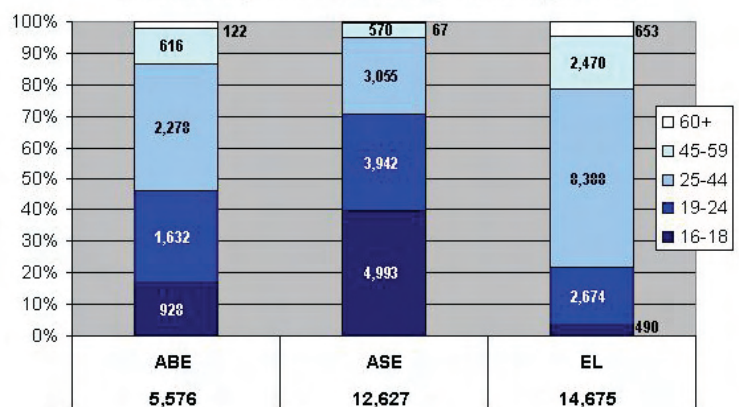
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	35	91	7	133	-19%
Asian	123	196	1,767	2,086	-8%
Black/African American	2,443	3,351	1,091	6,885	1%
Hispanic/Latino	1,766	4,025	8,488	14,279	-1%
Native Hawaiian/Pacific Islander	9	26	18	53	-30%
White	1,200	4,938	3,304	9,442	2%
TOTAL	5,576	12,627	14,675	32,878	0%
Gender					
Male	3,180	6,161	6,011	15,352	0%
Female	2,396	6,466	8,664	17,526	-1%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Connecticut	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	39	49	46	7,167	21,272
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	34	39	38	5,507	16,576
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	83	67	96	1,544	2,610
Performance Measure III: Entered Postsecondary Education or Training*					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	52	27	20	41	73
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	44	66	264	614
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	63	71	67	453	1,607

* Response rate was too low on follow-up survey to validate outcomes.

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

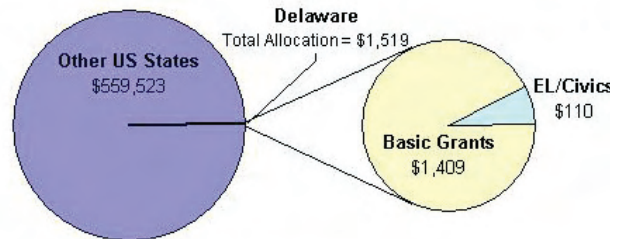
PROGRAM FACTS 2003–2004

DELAWARE

Participant Status

	2002–03	2003–04
Employed	2,293	2,359
Unemployed	2,017	2,305
Correctional Setting	1,224	1,162
On Public Assistance	482	510
Other Institutionalized	23	26

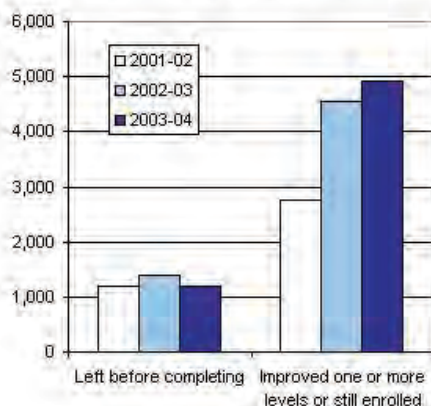
FY 2003 Federal Allocations in Thousands of Dollars



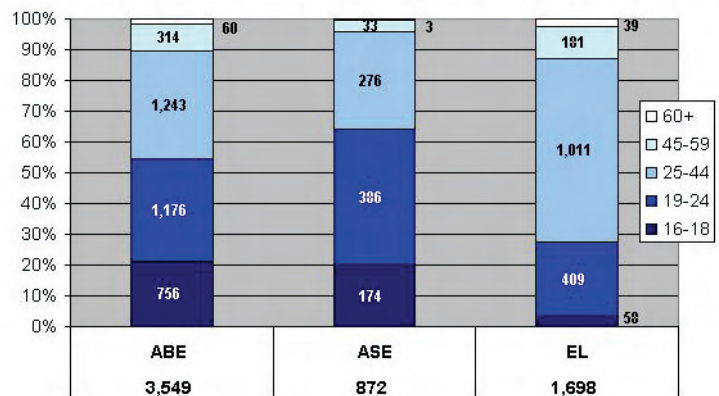
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	26	8	1	35	-13%
Asian	36	7	255	298	-6%
Black/African American	1,956	326	118	2,400	23%
Hispanic/Latino	285	46	1,197	1,528	4%
Native Hawaiian/Pacific Islander	10	1	1	12	71%
White	1,236	484	126	1,846	12%
TOTAL	3,549	872	1,698	6,119	13%
Gender					
Male	1,806	475	768	3,049	0%
Female	1,743	397	930	3,070	5%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Delaware	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	35	35	32	1,374	4,109
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	23	23	21	360	1,126
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	30	33	41	213	798
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	60	73	71	65	342
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	70	39	54	185	853
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	78	60	42	67	1,059

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

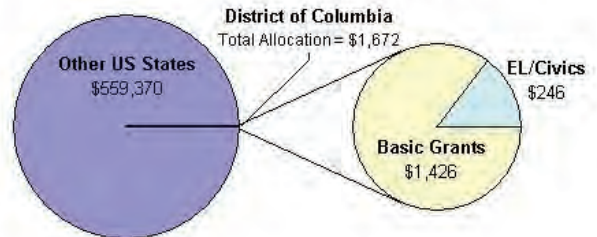
PROGRAM FACTS 2003–2004

DISTRICT OF COLUMBIA

Participant Status

	2002–03	2003–04
Employed	2,238	2,033
Unemployed	732	850
Correctional Setting	143	246
On Public Assistance	434	300
Other Institutionalized	0	0

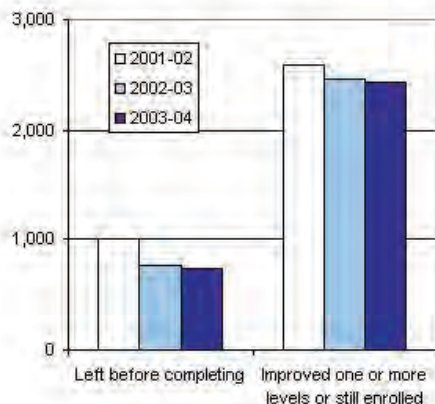
FY 2003 Federal Allocations in Thousands of Dollars



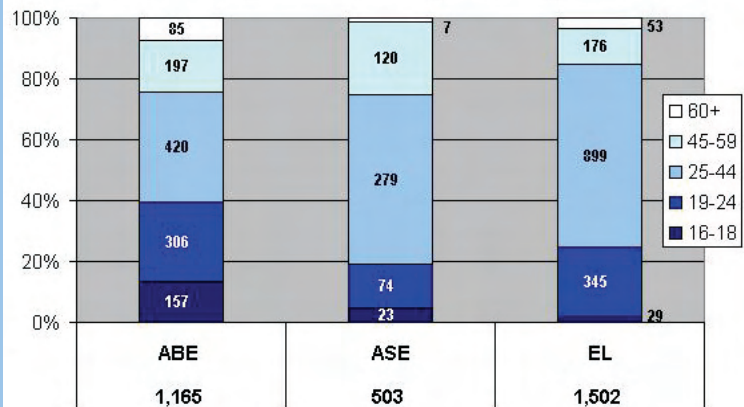
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	6	1	0	7	-50%
Asian	17	6	105	128	36%
Black/African American	1,061	450	238	1,749	29%
Hispanic/Latino	54	41	1,107	1,202	-23%
Native Hawaiian/Pacific Islander	2	0	0	2	-94%
White	25	5	52	82	78%
TOTAL	1,165	503	1,502	3,170	2%
Gender					
Male	532	320	662	1,514	-1%
Female	633	183	840	1,656	-2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

District of Columbia	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	37	41	35	482	1,564
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	67	56	74	1,114	3,341
Performance Measure II: High School Completion*					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	19	63	53	54	164
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	21	100	24	20	129
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	43	75	82	190	609
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	76	92	93	54	1,843

* Response rate was too low on follow-up survey to validate outcomes.

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

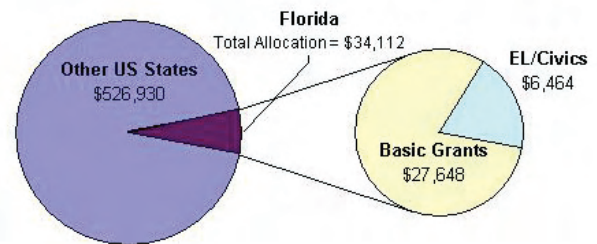
PROGRAM FACTS 2003–2004

FLORIDA

Participant Status

	2002–03	2003–04
Employed	140,798	126,109
Unemployed	244,248	247,107
Correctional Setting	29,219	24,146
On Public Assistance	33,910	41,008
Other Institutionalized	13,643	20,404

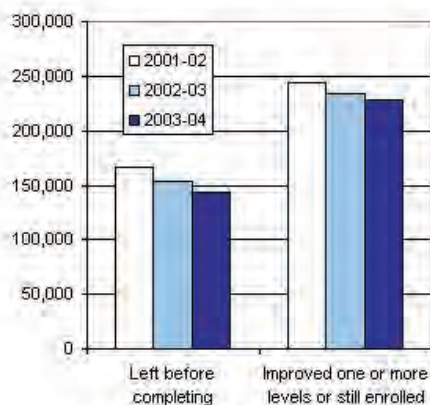
FY 2003 Federal Allocations in Thousands of Dollars



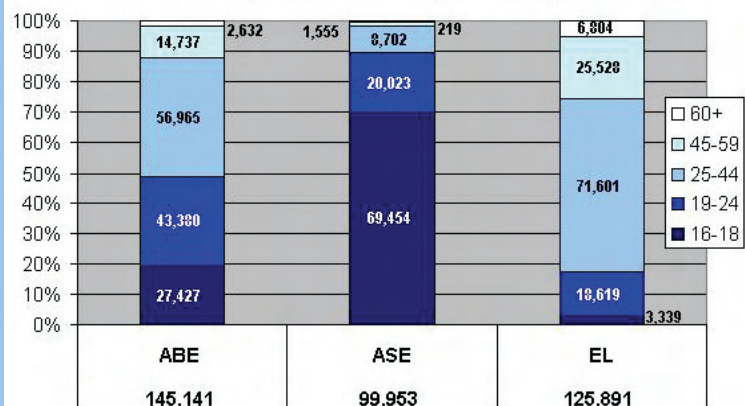
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	673	341	57	1,071	-3%
Asian	2,665	1,602	4,492	8,759	9%
Black/African American	52,430	29,246	19,286	100,962	-6%
Hispanic/Latino	42,638	28,510	93,111	164,259	5%
Native Hawaiian/Pacific Islander	1,596	1,110	567	3,273	-27%
White	45,139	39,144	8,378	92,661	-8%
TOTAL	145,141	99,953	125,891	370,985	-2%
Gender					
Male	70,946	51,349	51,370	173,665	-6%
Female	74,195	48,604	74,521	197,320	-3%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Florida	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	40	41	88,755	259,043
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	33	35	35	43,952	141,251
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	67	71	78	22,052	65,650
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	29	23	31	6,933	17,937
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	35	33	31	47,484	151,704
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	75	76	74	102,279	316,794

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

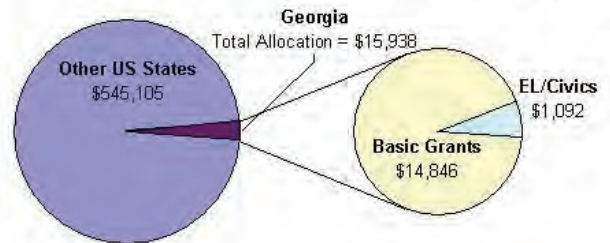
PROGRAM FACTS 2003–2004

GEORGIA

Participant Status

	2002–03	2003–04
Employed	40,358	47,118
Unemployed	45,999	47,494
Correctional Setting	9,102	7,999
On Public Assistance	8,080	7,367
Other Institutionalized	344	398

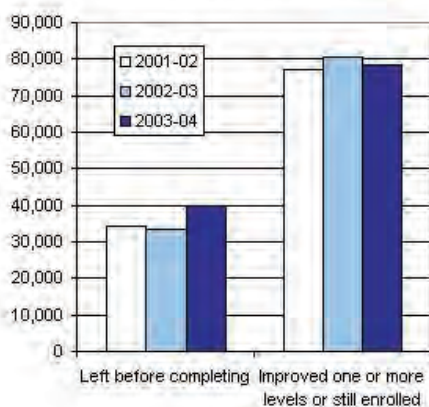
FY 2003 Federal Allocations in Thousands of Dollars



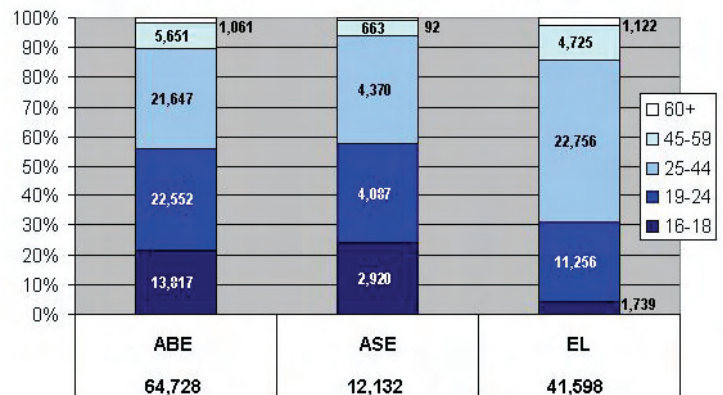
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	239	30	38	307	-35%
Asian	590	129	5,451	6,170	-11%
Black/African American	36,785	5,217	4,383	46,385	-8%
Hispanic/Latino	2,944	396	28,672	32,012	25%
Native Hawaiian/Pacific Islander	73	12	11	96	-79%
White	24,097	6,348	3,043	33,488	-10%
TOTAL	64,728	12,132	41,598	229,458	-2%
Gender					
Male	28,242	5,703	19,772	53,717	2%
Female	36,486	6,429	21,826	64,741	6%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Georgia	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	28	31	29	20,553	62,430
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	27	30	27	11,129	31,795
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	71	97	47	7,035	19,325
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	52	68	51	1,715	5,311
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	61	79	41	1,801	6,711
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	61	95	35	1,101	4,318

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

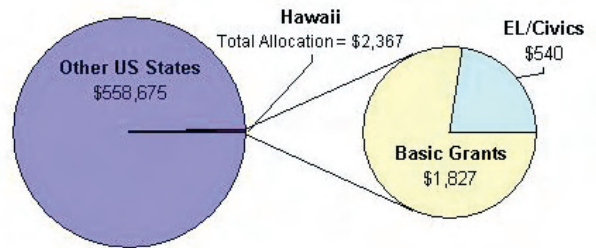
PROGRAM FACTS 2003–2004

HAWAII

Participant Status

	2002–03	2003–04
Employed	3,471	2,718
Unemployed	4,668	3,054
Correctional Setting	182	183
On Public Assistance	784	689
Other Institutionalized	102	206

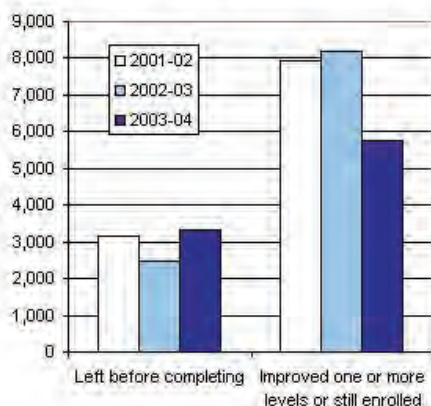
FY 2003 Federal Allocations in Thousands of Dollars



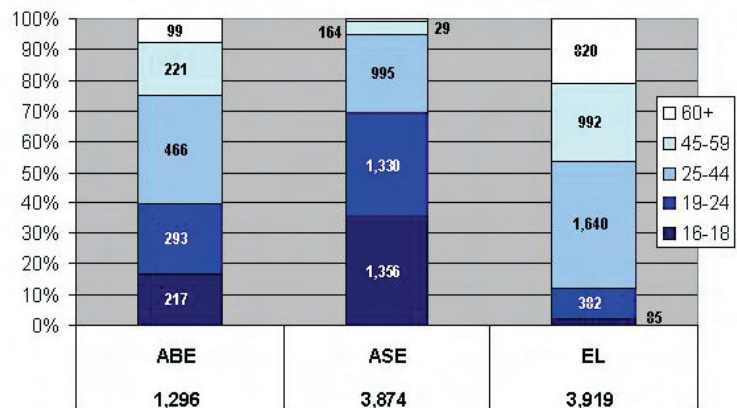
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	11	42	4	57	-39%
Asian	269	511	3,058	3,838	-6%
Black/African American	35	213	12	260	23%
Hispanic/Latino	107	341	263	711	-10%
Native Hawaiian/Pacific Islander	660	2,064	471	3,195	-17%
White	214	703	111	1,028	-29%
TOTAL	1,296	3,874	3,919	9,089	-14%
Gender					
Male	566	1,921	948	3,435	-12%
Female	730	1,953	2,971	5,654	-17%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Hawaii	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	35	30	1,058	4,680
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	50	41	34	1,319	4,762
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	99	99	56	1,454	4,431
Performance Measure III: Entered Postsecondary Education or Training*					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	43	100	23	21	249
Performance Measure IV: Entered Employment*					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	88	100	21	27	242
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	55	100	63	123	184

* Response rate was too low on follow-up survey to validate outcomes.

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

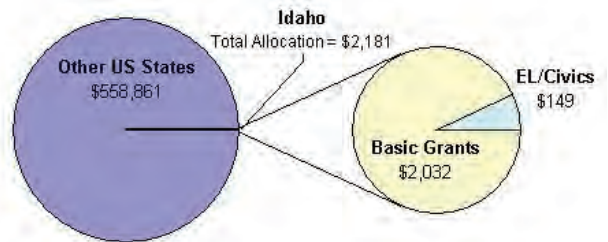
PROGRAM FACTS 2003–2004

IDAHO

Participant Status

	2002–03	2003–04
Employed	3,691	3,124
Unemployed	3,158	3,096
Correctional Setting	1,082	645
On Public Assistance	1,075	1,442
Other Institutionalized	31	7

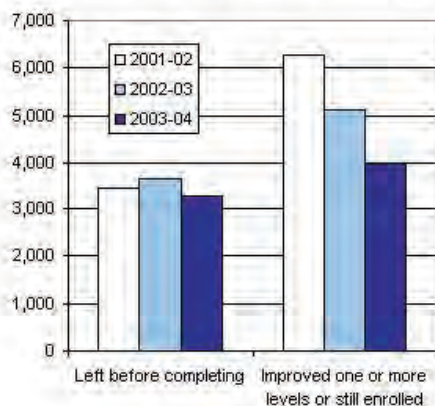
FY 2003 Federal Allocations in Thousands of Dollars



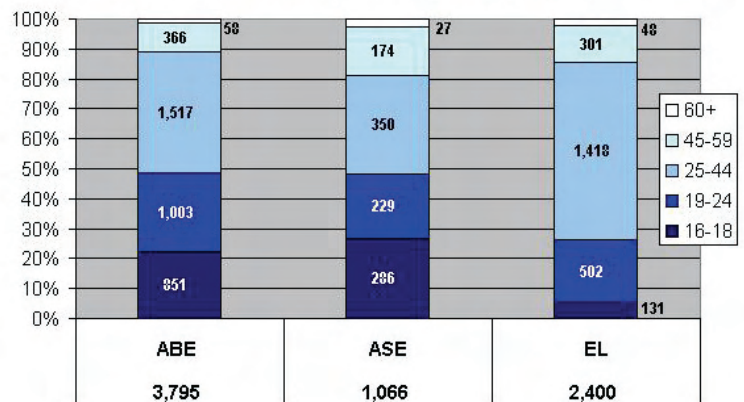
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	165	28	0	193	-19%
Asian	45	7	276	328	-18%
Black/African American	61	10	32	103	2%
Hispanic/Latino	754	85	1,885	2,724	-23%
Native Hawaiian/Pacific Islander	23	4	3	30	-14%
White	2,747	932	204	3,883	-23%
TOTAL	3,795	1,066	2,400	7,261	-22%
Gender					
Male	1,593	407	1,144	3,144	-24%
Female	2,202	659	1,256	4,117	-12%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Idaho

Actual Performance

2001–02	2002–03	2003–04		TOTAL
Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #

Performance Measure I: Demonstrated Improvement in Literacy Skills

Sub Measures:

1. Adult Basic and Secondary Education¹

The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.

44

36

32

1,383

5,561

2. English Literacy²

The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.

28

25

25

595

2,293

Performance Measure II: High School Completion

The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.

39

32

39

719

3,132

Performance Measure III: Entered Postsecondary Education or Training

The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.

24

22

37

351

985

Performance Measure IV: Entered Employment

The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.

37

20

50

521

1,229

Performance Measure V: Retained Employment

The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.

48

44

62

250

1,708

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

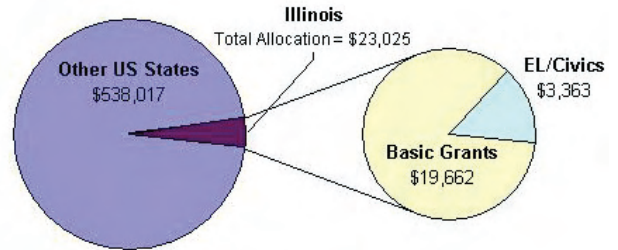
PROGRAM FACTS 2003–2004

ILLINOIS

Participant Status

	2002–03	2003–04
Employed	62,343	60,068
Unemployed	51,584	49,010
Correctional Setting	6,504	3,713
On Public Assistance	18,196	19,907
Other Institutionalized	373	247

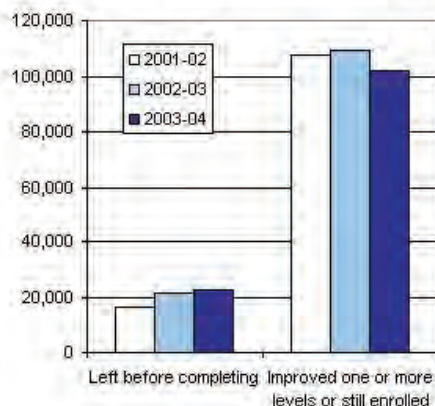
FY 2003 Federal Allocations in Thousands of Dollars



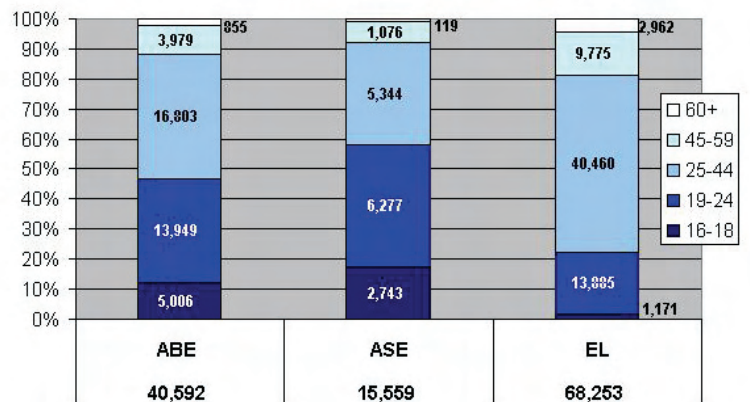
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	110	81	18	209	7%
Asian	1,287	172	7,030	8,489	-4%
Black/African American	16,339	5,001	1,137	22,477	-8%
Hispanic/Latino	12,619	2,588	46,616	61,823	5%
Native Hawaiian/Pacific Islander	7	9	12	28	22%
White	10,230	7,701	13,440	31,378	-1%
TOTAL	40,592	15,559	68,253	124,404	0%
Gender					
Male	18,263	7,065	29,217	54,545	-7%
Female	22,329	8,494	39,036	69,859	-2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Illinois	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	29	28	13,324	42,247
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	33	36	31	21,410	68,039
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	28	26	27	5,052	12,979
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	18	17	18	5,050	13,921
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	51	50	47	18,360	56,454
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	80	87	83	15,167	47,072

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

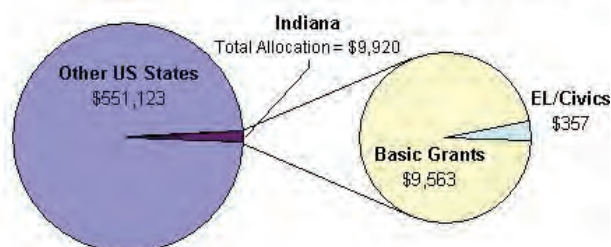
PROGRAM FACTS 2003–2004

INDIANA

Participant Status

	2002–03	2003–04
Employed	15,687	14,896
Unemployed	15,732	16,229
Correctional Setting	5,534	5,197
On Public Assistance	4,906	5,648
Other Institutionalized	700	644

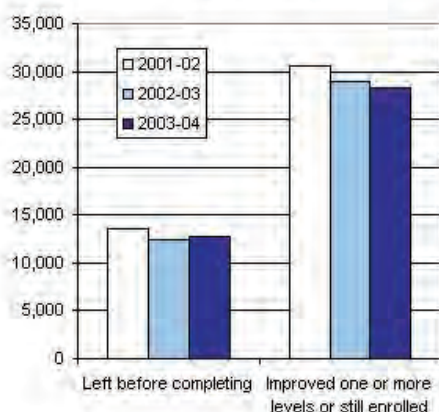
FY 2003 Federal Allocations in Thousands of Dollars



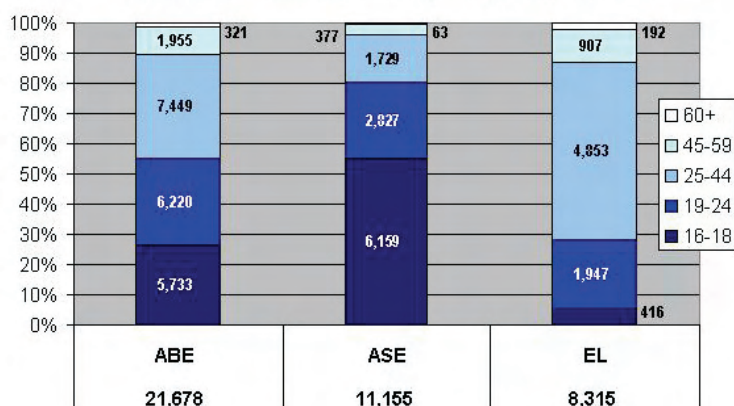
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	176	78	5	259	-21%
Asian	185	134	1,268	1,587	0%
Black/African American	5,920	2,607	366	8,893	-9%
Hispanic/Latino	1,485	626	6,063	8,174	-4%
Native Hawaiian/Pacific Islander	31	14	7	52	0%
White	13,881	7,696	606	22,183	-6%
TOTAL	21,678	11,155	8,315	41,148	-6%
Gender					
Male	10,953	5,873	3,891	20,717	-3%
Female	10,725	5,282	4,424	20,431	2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Indiana	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	37	39	43	11,295	31,625
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	35	40	39	3,270	9,847
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	74	84	91	5,974	17,802
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	77	83	90	1,660	4,981
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	82	96	90	4,459	14,772
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	87	62	91	1,911	8,607

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

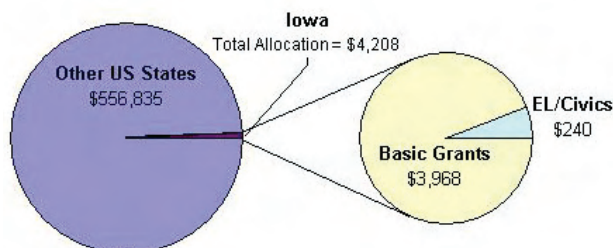
PROGRAM FACTS 2003–2004

IOWA

Participant Status

	2002–03	2003–04
Employed	6,467	4,579
Unemployed	6,992	5,322
Correctional Setting	1,396	1,263
On Public Assistance	1,460	1,380
Other Institutionalized	2,242	212

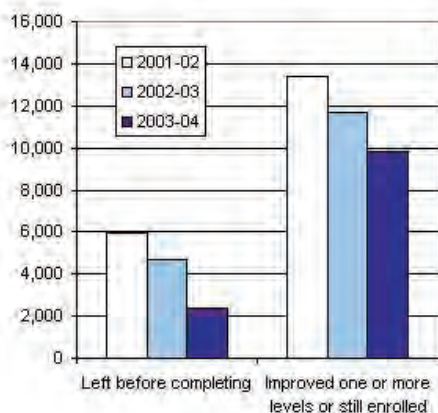
FY 2003 Federal Allocations in Thousands of Dollars



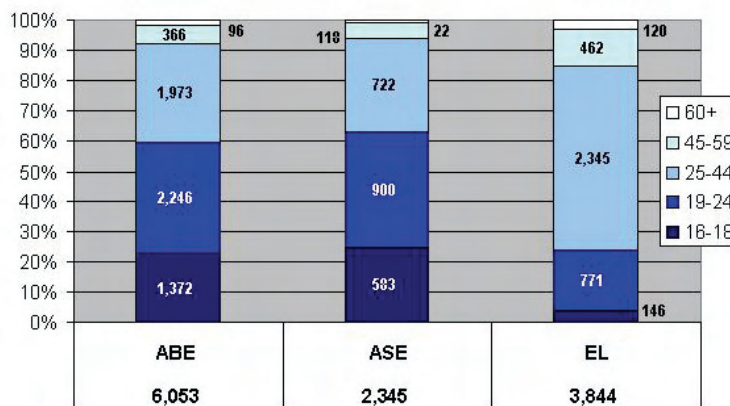
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	134	48	17	199	-31%
Asian	102	23	742	867	-16%
Black/African American	1,020	118	196	1,134	-23%
Hispanic/Latino	530	142	2,420	3,092	-15%
Native Hawaiian/Pacific Islander	24	6	15	45	-24%
White	4,243	2,008	454	6,705	-30%
TOTAL	6,053	2,345	3,844	12,242	-25%
Gender					
Male	2,791	1,246	1,736	5,773	-28%
Female	3,262	1,099	2,108	6,469	-22%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Iowa	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	39	43	58	4,559	14,604
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	14	26	32	1,242	3,132
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	69	63	74	1,898	7,164
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	27	53	46	373	1,528
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	73	66	76	677	2,334
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	81	84	88	757	1,907

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

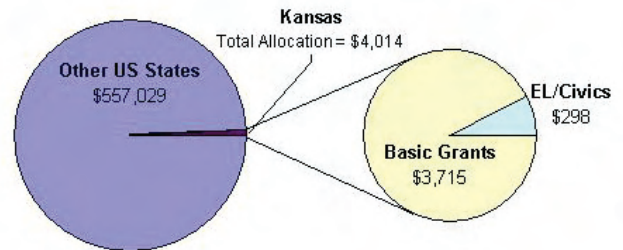
PROGRAM FACTS 2003–2004

KANSAS

Participant Status

	2002–03	2003–04
Employed	4,869	4,620
Unemployed	4,105	3,697
Correctional Setting	777	763
On Public Assistance	1,272	1,247
Other Institutionalized	132	90

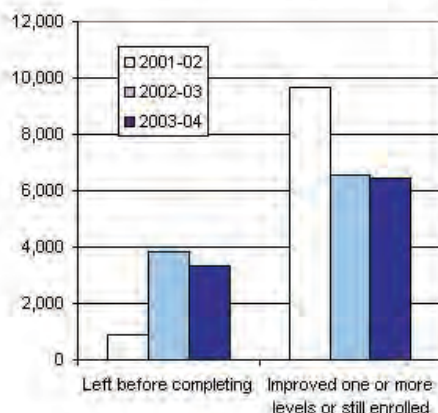
FY 2003 Federal Allocations in Thousands of Dollars



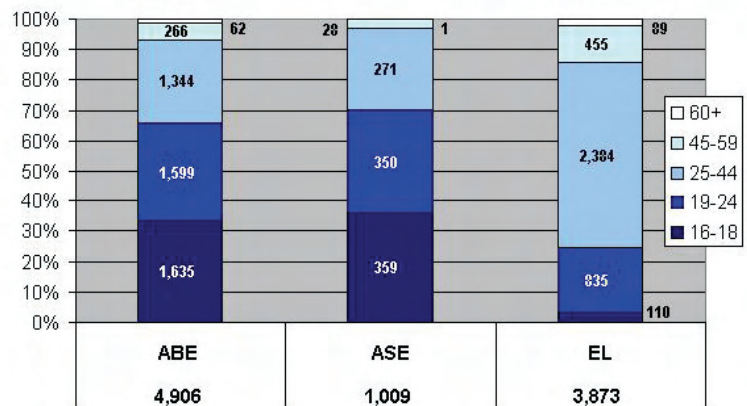
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	201	27	4	232	-8%
Asian	140	30	603	773	-15%
Black/African American	870	71	78	1,019	-21%
Hispanic/Latino	780	141	3,051	3,972	-7%
Native Hawaiian/Pacific Islander	13	1	1	15	-21%
White	2,902	739	136	3,777	-14%
TOTAL	4,906	1,009	3,873	9,788	-12%
Gender					
Male	2,156	543	1,571	4,270	-7%
Female	2,750	466	2,302	5,518	-5%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Kansas	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	76	58	60	3,310	11,644
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	68	55	59	2,283	7,363
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	71	61	64	1,995	5,470
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	69	62	58	506	857
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	59	52	62	792	1,564
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	74	54	69	682	1,293

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

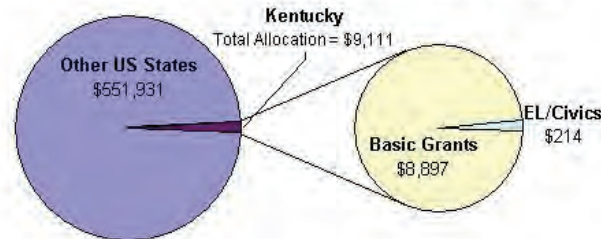
PROGRAM FACTS 2003–2004

KENTUCKY

Participant Status

	2002–03	2003–04
Employed	10,132	9,506
Unemployed	16,546	15,853
Correctional Setting	7,825	5,214
On Public Assistance	5,124	2,507
Other Institutionalized	75	0

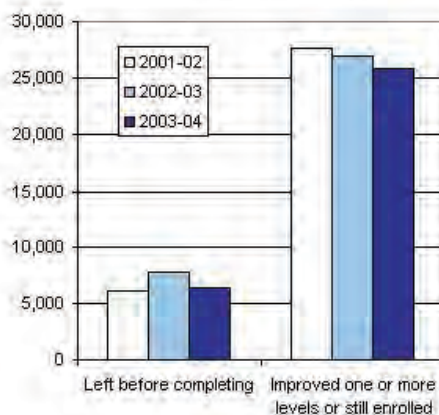
FY 2003 Federal Allocations in Thousands of Dollars



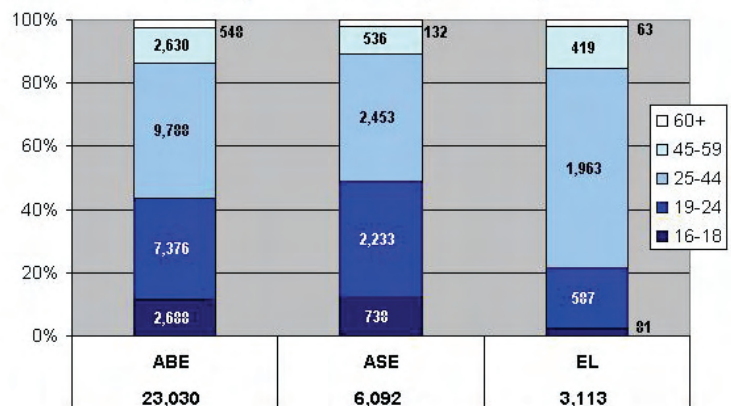
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	206	45	4	255	-24%
Asian	144	25	722	891	-7%
Black/African American	4,570	466	134	5,170	-7%
Hispanic/Latino	498	119	1,886	2,503	-5%
Native Hawaiian/Pacific Islander	32	8	14	54	46%
White	17,580	5,429	353	23,362	-16%
TOTAL	23,030	6,092	3,113	32,235	-14%
Gender					
Male	11,305	2,890	1,284	15,479	-9%
Female	11,725	3,202	1,829	16,756	-6%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Kentucky	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	57	67	53	14,160	45,837
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	50	52	52	1,631	5,116
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	67	63	80	5,246	23,732
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	74	77	68	1,140	6,263
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	67	72	81	1,220	7,065
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	90	94	100	1,831	14,971

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

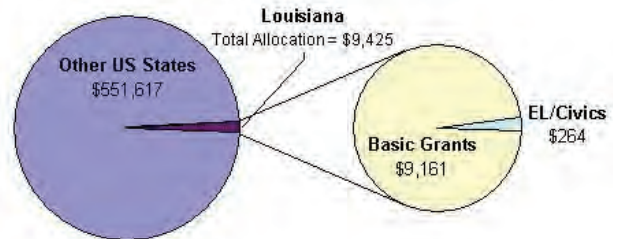
PROGRAM FACTS 2003–2004

LOUISIANA

Participant Status

	2002–03	2003–04
Employed	10,460	9,663
Unemployed	14,717	15,234
Correctional Setting	4,909	5,069
On Public Assistance	3,822	4,650
Other Institutionalized	694	445

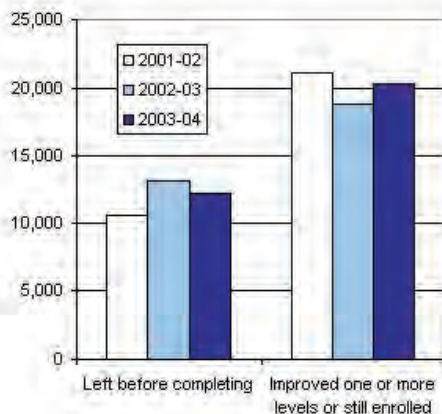
FY 2003 Federal Allocations in Thousands of Dollars



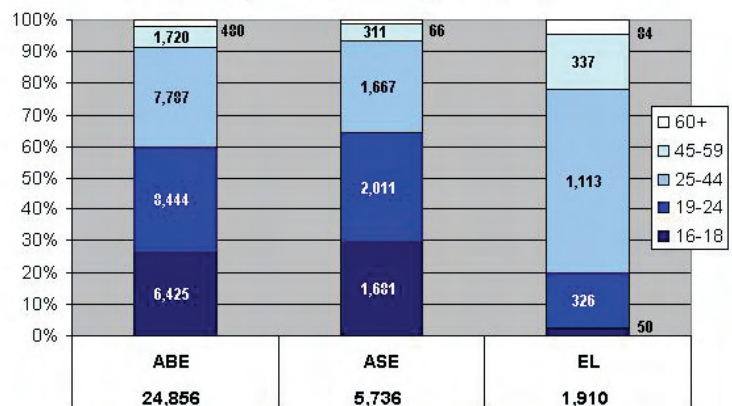
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	232	62	1	295	-5%
Asian	205	54	399	658	-11%
Black/African American	14,056	1,778	112	15,946	-6%
Hispanic/Latino	534	129	1,257	1,920	-8%
Native Hawaiian/Pacific Islander	21	5	7	33	22%
White	9,808	3,708	134	13,650	-10%
TOTAL	24,856	5,736	1,910	32,502	-8%
Gender					
Male	12,159	2,983	777	15,919	3%
Female	12,697	2,753	1,133	16,583	1%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Louisiana	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	45	45	43	12,260	36,018
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	34	28	32	603	1,789
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	78	54	52	3,348	11,161
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	70	23	47	422	860
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	38	52	56	1,113	2,658
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	44	57	96	297	549

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

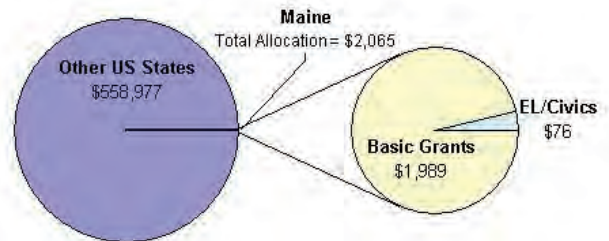
PROGRAM FACTS 2003–2004

MAINE

Participant Status

	2002–03	2003–04
Employed	2,436	2,689
Unemployed	2,466	3,482
Correctional Setting	1,408	611
On Public Assistance	1,544	1,770
Other Institutionalized	13	15

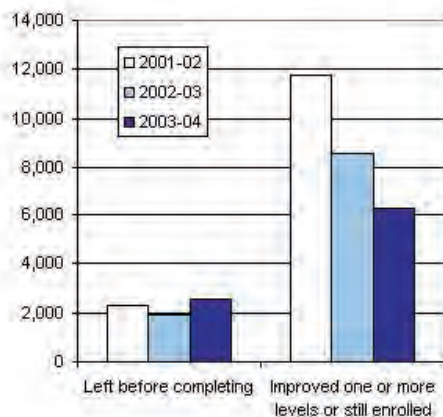
FY 2003 Federal Allocations in Thousands of Dollars



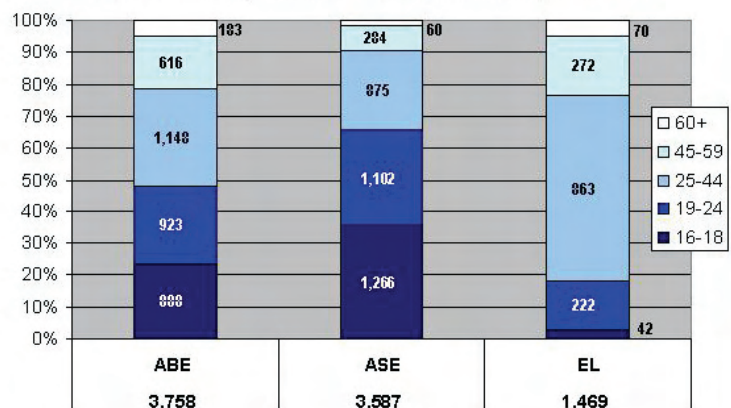
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	77	43	0	120	-2%
Asian	58	18	275	351	-25%
Black/African American	151	65	589	805	-7%
Hispanic/Latino	83	57	210	350	-20%
Native Hawaiian/Pacific Islander	4	3	3	10	100%
White	3,385	3,401	392	7,178	-21%
TOTAL	3,758	3,587	1,469	8,814	-20%
Gender					
Male	1,693	1,747	528	3,968	-22%
Female	2,065	1,840	941	4,846	-10%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Maine	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	43	44	45	2,628	9,270
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	28	39	36	523	1,551
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	72	79	80	1,994	6,385
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	63	67	45	485	1,601
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	66	42	45	485	1,709
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	92	61	52	78	794

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

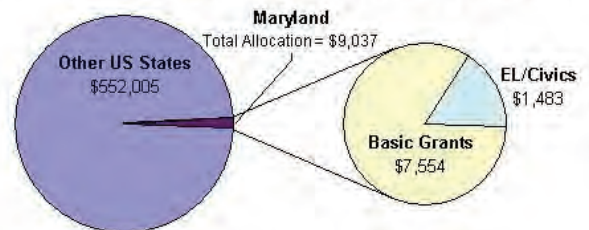
PROGRAM FACTS 2003–2004

MARYLAND

Participant Status

	2002–03	2003–04
Employed	13,611	13,844
Unemployed	8,442	8,518
Correctional Setting	5,405	6,033
On Public Assistance	1,874	1,682
Other Institutionalized	768	189

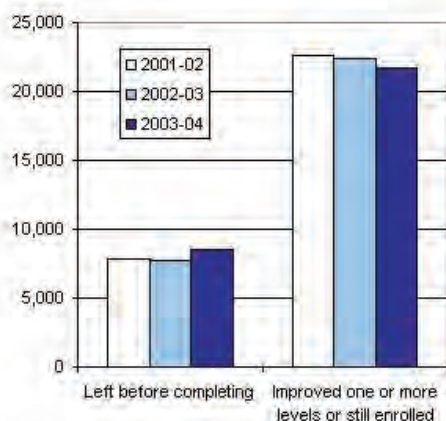
FY 2003 Federal Allocations in Thousands of Dollars



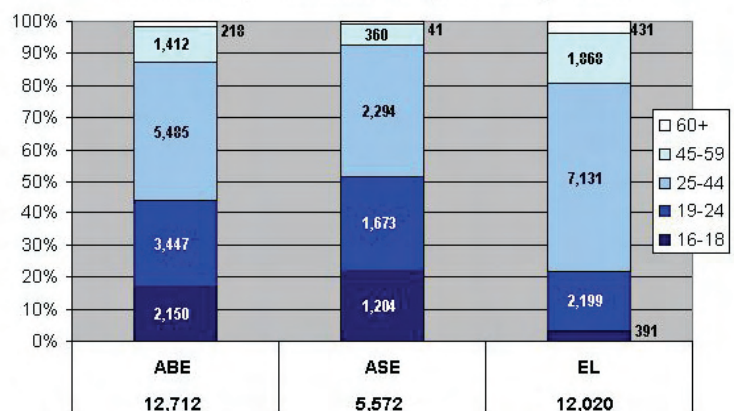
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	194	70	21	285	-8%
Asian	241	100	2,364	2,705	-7%
Black/African American	8,068	2,769	1,138	11,975	-3%
Hispanic/Latino	724	233	7,488	8,445	7%
Native Hawaiian/Pacific Islander	31	13	25	69	1%
White	3,454	2,387	984	6,825	-7%
TOTAL	12,712	5,572	12,020	30,304	-2%
Gender					
Male	7,264	3,218	4,812	15,294	2%
Female	5,448	2,354	7,208	15,010	-1%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Maryland	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	46	46	44	7,563	24,079
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	33	38	40	4,817	12,880
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	22	64	76	2,769	7,989
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	18	27	9	84	273
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	39	59	54	921	2,240
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	66	68	49	1,085	1,719

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

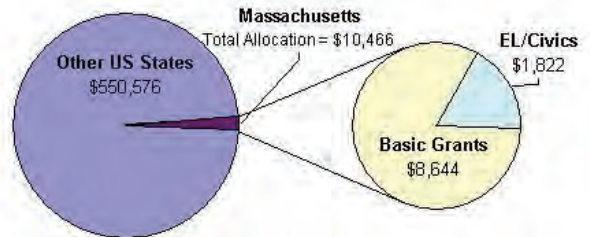
PROGRAM FACTS 2003–2004

MASSACHUSETTS

Participant Status

	2002–03	2003–04
Employed	10,825	11,156
Unemployed	4,617	4,660
Correctional Setting	1,171	1,373
On Public Assistance	3,135	4,728
Other Institutionalized	0	0

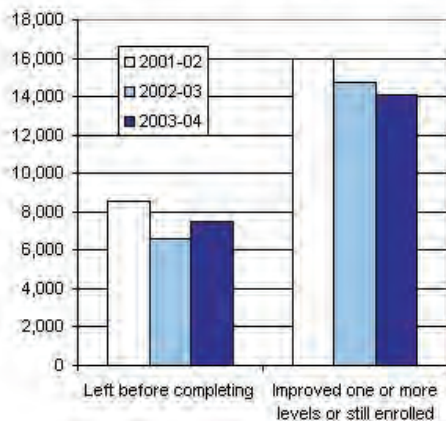
FY 2003 Federal Allocations in Thousands of Dollars



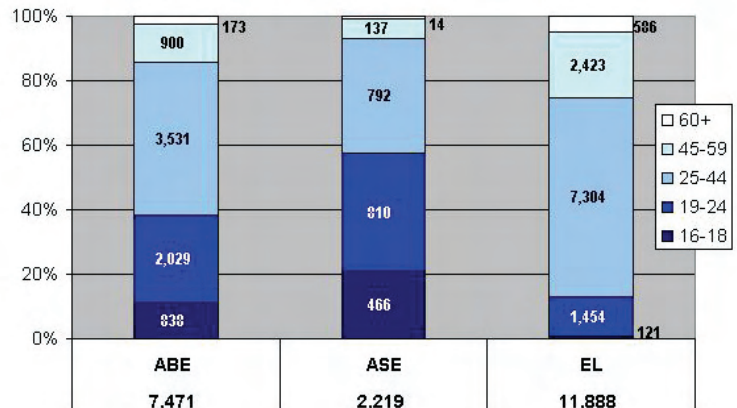
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	47	18	22	87	-1%
Asian	372	61	2,062	2,495	-9%
Black/African American	2,119	367	1,932	4,418	4%
Hispanic/Latino	2,015	407	4,839	7,261	4%
Native Hawaiian/Pacific Islander	9	3	17	29	26%
White	2,909	1,363	3,016	7,288	-6%
TOTAL	7,471	2,219	11,888	21,578	-1%
Gender					
Male	3,444	1,099	3,804	8,347	0%
Female	4,027	1,120	8,084	13,231	2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Massachusetts	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	23	24	25	2,164	6,293
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	33	34	4,073	13,164
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	65	31	53	1,183	3,038
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	63	45	37	276	907
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	76	48	57	864	2,061
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	36	56	42	269	553

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

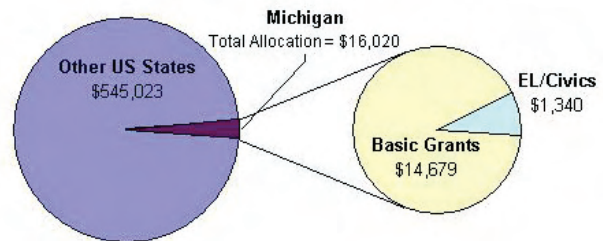
PROGRAM FACTS 2003–2004

MICHIGAN

Participant Status

	2002–03	2003–04
Employed	22,830	14,307
Unemployed	28,635	17,181
Correctional Setting	12,023	11,912
On Public Assistance	6,027	3,794
Other Institutionalized	1,438	2,075

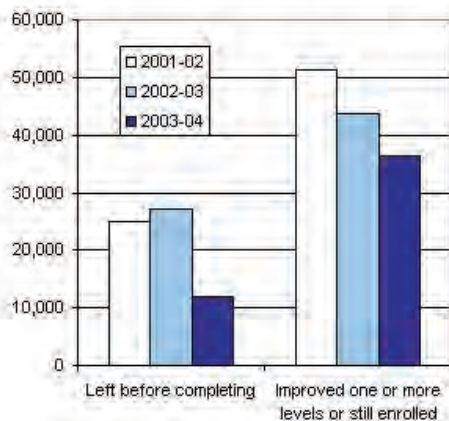
FY 2003 Federal Allocations in Thousands of Dollars



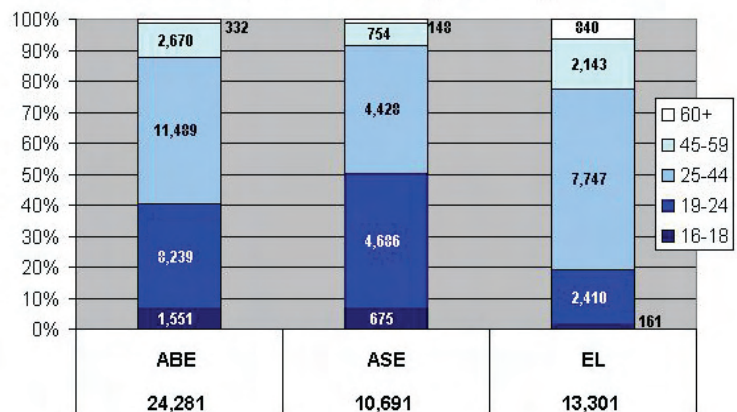
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	287	201	25	513	-34%
Asian	245	159	2,642	3,046	-75%
Black/African American	13,269	2,962	400	16,631	-10%
Hispanic/Latino	861	595	4,947	6,403	-40%
Native Hawaiian/Pacific Islander	61	63	28	152	-40%
White	9,558	6,711	5,259	21,528	-31%
TOTAL	24,281	10,691	13,301	48,273	-34%
Gender					
Male	16,497	5,116	5,192	26,805	-28%
Female	7,784	5,575	8,109	21,468	-37%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Michigan	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	17	24	7,173	28,631
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	34	37	45	6,047	21,764
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	37	32	36	6,543	21,945
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	35	52	52	460	1,298
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	54	64	45	160	1,931
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	49	50	56	179	681

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

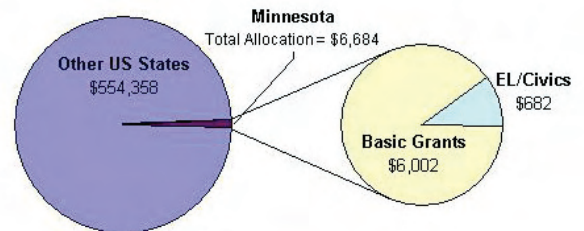
PROGRAM FACTS 2003–2004

MINNESOTA

Participant Status

	2002–03	2003–04
Employed	16,853	17,286
Unemployed	15,652	15,730
Correctional Setting	10,158	7,892
On Public Assistance	8,909	8,775
Other Institutionalized	409	613

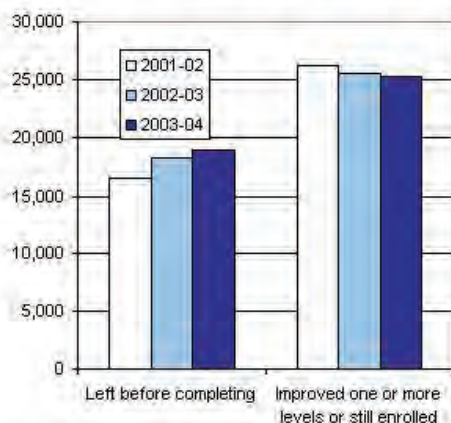
FY 2003 Federal Allocations in Thousands of Dollars



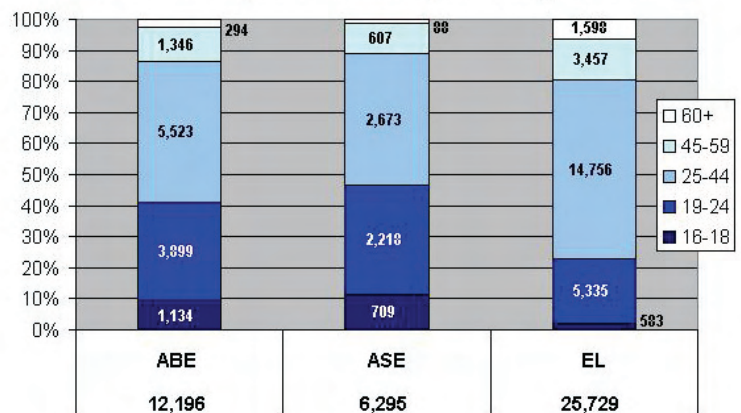
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	902	501	16	1,419	-11%
Asian	629	287	5,506	6,422	3%
Black/African American	4,452	1,609	7,438	13,499	0%
Hispanic/Latino	1,163	419	10,220	11,802	2%
Native Hawaiian/Pacific Islander	37	24	45	106	-60%
White	5,013	3,455	2,504	10,972	-7%
TOTAL	12,196	6,295	25,729	44,220	-1%
Gender					
Male	7,171	3,647	10,363	21,181	-1%
Female	5,025	2,648	15,366	23,039	2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Minnesota	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	22	25	28	4,394	11,689
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	20	25	26	6,746	17,816
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	29	32	35	1,872	6,183
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	28	25	26	813	2,312
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	32	28	41	1,823	3,867
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	56	54	62	1,403	3,713

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

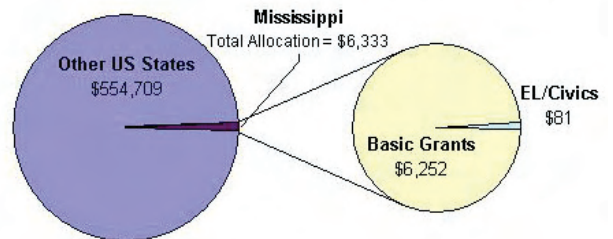
PROGRAM FACTS 2003–2004

MISSISSIPPI

Participant Status

	2002–03	2003–04
Employed	12,911	8,030
Unemployed	16,765	13,582
Correctional Setting	7,268	3,625
On Public Assistance	3,732	2,826
Other Institutionalized	4,824	536

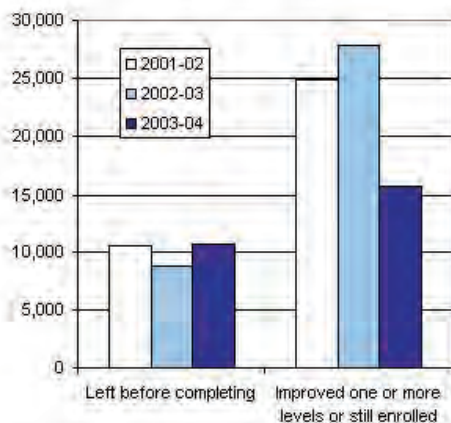
FY 2003 Federal Allocations in Thousands of Dollars



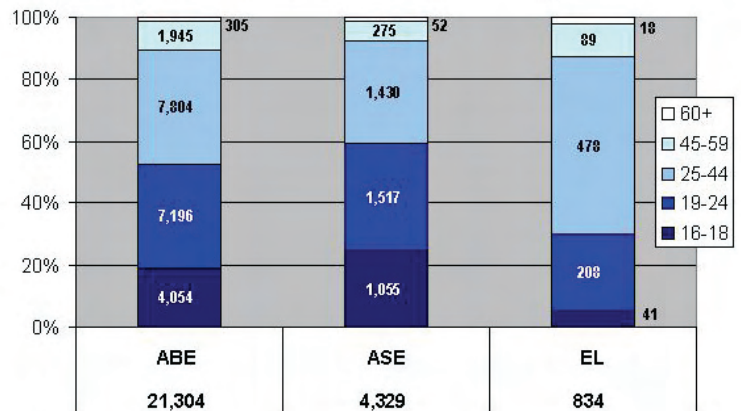
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	138	31	6	175	70%
Asian	88	22	169	279	-52%
Black/African American	13,797	1,329	45	15,171	-32%
Hispanic/Latino	173	45	545	763	-58%
Native Hawaiian/Pacific Islander	20	3	3	26	8%
White	7,088	2,899	66	10,053	-28%
TOTAL	21,304	4,329	834	26,467	-32%
Gender					
Male	9,677	1,896	409	11,982	-25%
Female	11,627	2,433	425	14,485	-30%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Mississippi	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	43	43	20	4,737	31,093
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	37	36	15	126	1,358
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	50	41	25	1,362	6,096
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	56	55	35	260	3,493
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	72	49	29	267	2,805
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	84	76	37	64	3,799

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

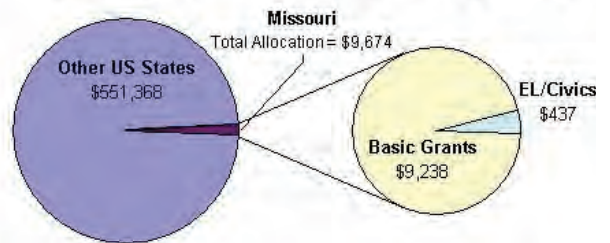
PROGRAM FACTS 2003–2004

MISSOURI

Participant Status

	2002–03	2003–04
Employed	11,051	9,680
Unemployed	16,359	14,861
Correctional Setting	9,210	9,011
On Public Assistance	2,657	2,579
Other Institutionalized	484	0

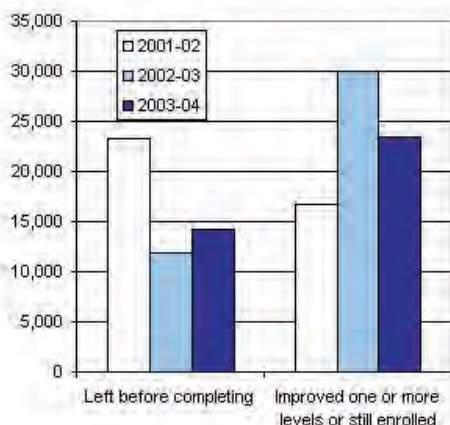
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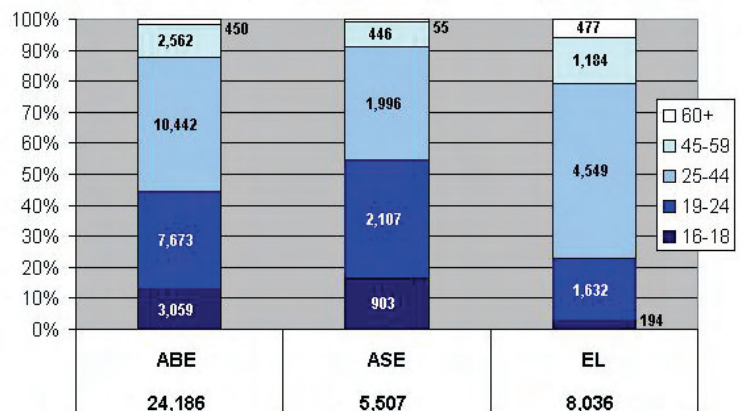
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	235	65	3	303	-26%
Asian	165	39	2,052	2,256	-10%
Black/African American	9,127	879	740	10,746	-8%
Hispanic/Latino	864	145	3,894	7,903	-7%
Native Hawaiian/Pacific Islander	29	10	6	45	-48%
White	13,766	4,369	1,341	19,476	-9%
TOTAL	24,186	5,507	8,036	37,729	-9%
Gender					
Male	13,966	2,970	3,648	20,584	-8%
Female	10,220	2,537	4,388	17,145	-13%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Missouri	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	31	48	35	9,639	32,619
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.			31	2,487	7,846
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	33	37	54	1,510	4,677
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	19	19	22	1,627	4,009
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	51	54	55	1,967	24,406
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	70	67	68	189	2,231

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

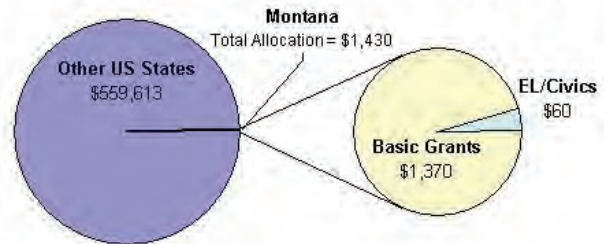
PROGRAM FACTS 2003–2004

MONTANA

Participant Status

	2002–03	2003–04
Employed	1,173	1,066
Unemployed	1,952	1,673
Correctional Setting	981	807
On Public Assistance	1,304	1,151
Other Institutionalized	49	28

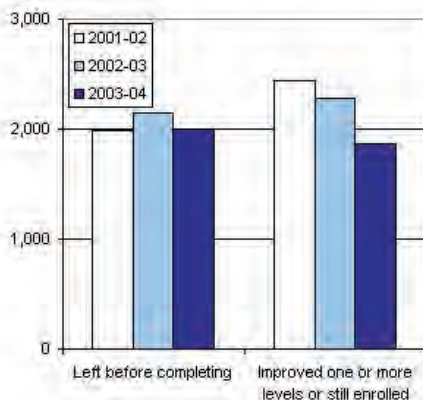
FY 2003 Federal Allocations in Thousands of Dollars



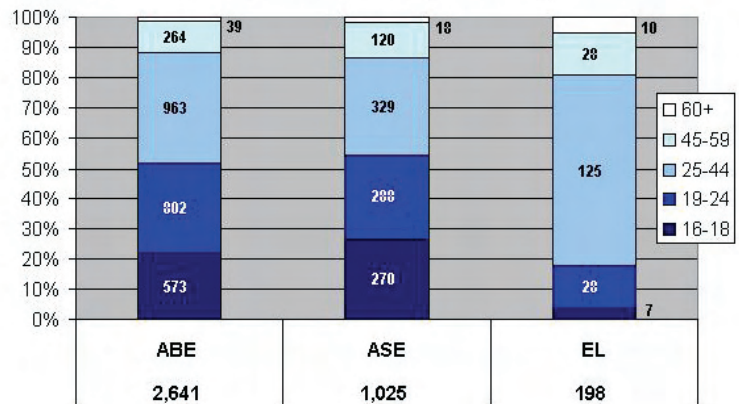
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	626	93	1	720	-28%
Asian	53	8	89	150	18%
Black/African American	31	11	1	43	-22%
Hispanic/Latino	164	30	66	260	-24%
Native Hawaiian/Pacific Islander	11	6	1	18	-10%
White	1,756	877	40	2,673	-19%
TOTAL	2,641	1,025	198	3,864	-20%
Gender					
Male	1,250	513	65	1,828	-16%
Female	1,391	512	133	2,036	-10%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Montana	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	35	30	29	933	3,358
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.			35	69	263
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	48	73	51	729	2,574
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	44	82	48	230	811
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	63	77	45	170	759
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	58	59	35	33	319

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

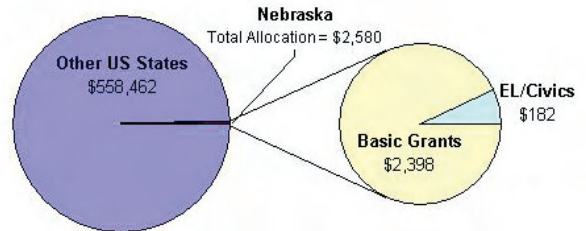
PROGRAM FACTS 2003–2004

NEBRASKA

Participant Status

	2002–03	2003–04
Employed	4,085	4,011
Unemployed	4,457	4,469
Correctional Setting	1,306	1,445
On Public Assistance	894	915
Other Institutionalized	50	35

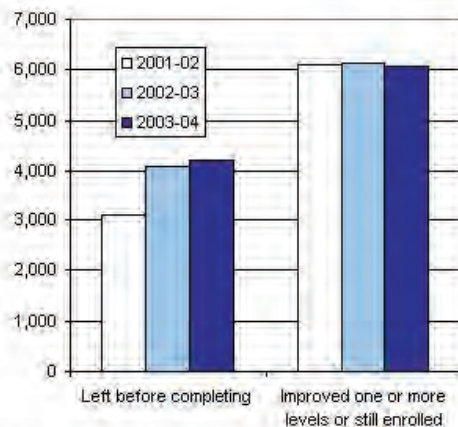
FY 2003 Federal Allocations in Thousands of Dollars



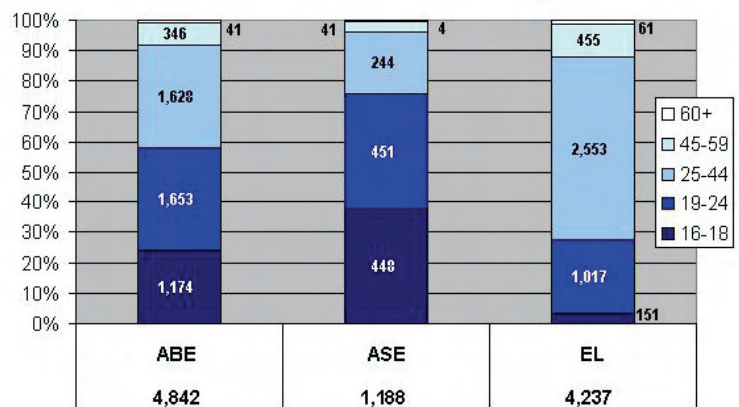
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	375	55	4	434	8%
Asian	79	7	309	395	-9%
Black/African American	1,162	101	271	1,534	-9%
Hispanic/Latino	882	120	3,486	4,488	-3%
Native Hawaiian/Pacific Islander	18	6	4	28	-15%
White	2,326	899	163	3,388	-8%
TOTAL	4,842	1,188	4,237	10,267	-6%
Gender					
Male	2,407	690	2,089	5,186	0%
Female	2,435	498	2,148	5,081	1%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Nebraska	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<i>Sub Measures:</i>					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	35	34	1,879	5,633
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.			38	1,612	4,356
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	63	44	46	1,090	3,287
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	61	25	25	109	298
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	41	32	39	117	258
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	70	49	31	42	143

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

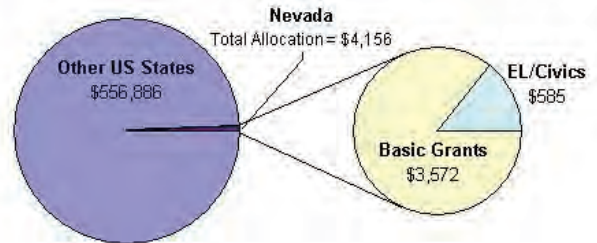
PROGRAM FACTS 2003–2004

NEVADA

Participant Status

	2002–03	2003–04
Employed	3,615	3,908
Unemployed	3,174	3,577
Correctional Setting	220	222
On Public Assistance	589	540
Other Institutionalized	0	0

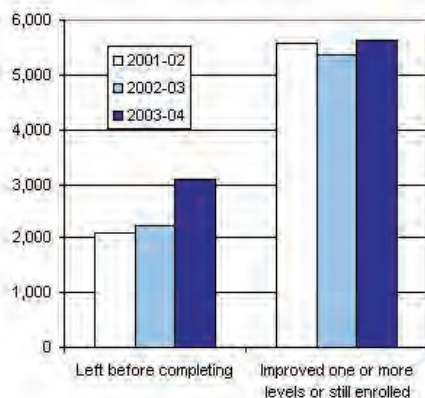
FY 2003 Federal Allocations in Thousands of Dollars



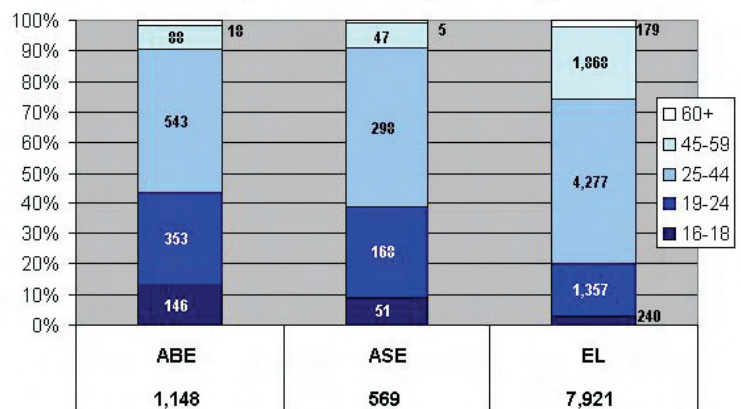
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	45	36	12	93	12%
Asian	36	20	534	590	-2%
Black/African American	187	56	183	426	21%
Hispanic/Latino	393	145	6,010	6,548	23%
Native Hawaiian/Pacific Islander	23	12	27	62	22%
White	464	300	249	1,013	-19%
TOTAL	1,148	569	7,015	8,732	14%
Gender					
Male	536	298	2,997	3,831	15%
Female	612	271	4,018	4,901	15%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Nevada	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	46	46	40	592	2,062
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	52	50	47	3,315	9,235
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	32	24	50	296	881
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	22	5	68	58	252
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	62	45	49	422	1,391
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	74	35	78	188	826

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

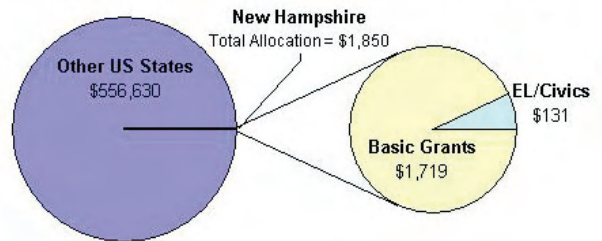
PROGRAM FACTS 2003–2004

NEW HAMPSHIRE

Participant Status

	2002–03	2003–04
Employed	3,244	2,820
Unemployed	2,195	1,926
Correctional Setting	156	109
On Public Assistance	252	172,28
Other Institutionalized	87	

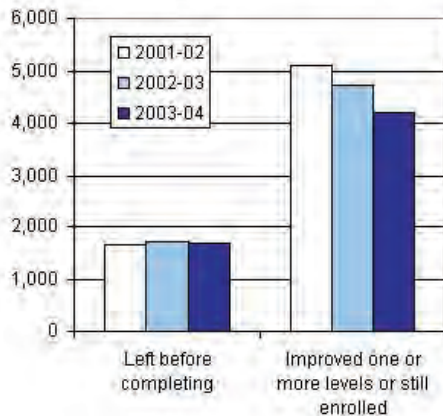
FY 2003 Federal Allocations in Thousands of Dollars



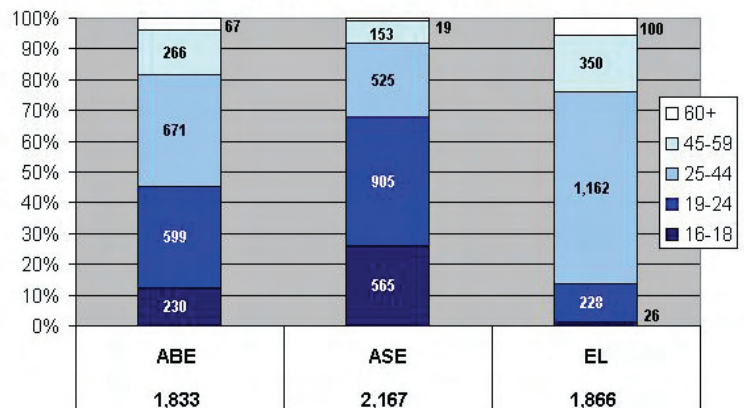
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	25	9	2	36	6%
Asian	55	24	475	554	-6%
Black/African American	68	18	135	221	4%
Hispanic/Latino	171	58	820	1,049	-8%
Native Hawaiian/Pacific Islander	6	2	26	34	-36%
White	1,508	2,056	408	3,972	-12%
TOTAL	1,833	2,167	1,866	5,866	-11%
Gender					
Male	696	1,007	613	2,316	-8%
Female	1,137	1,160	1,253	3,550	-10%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

New Hampshire	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	40	36	43	1,303	3,718
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	35	33	30	566	1,998
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	76	70	74	926	2,886
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	76	68	70	119	290
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	95	91	90	199	551
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	97	95	91	158	382

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

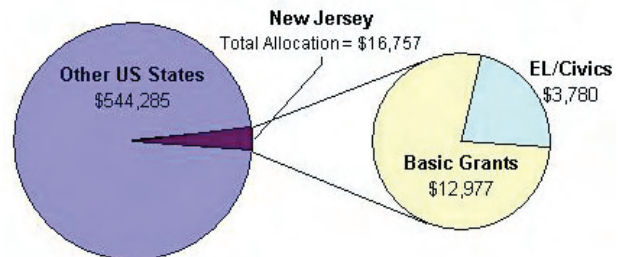
PROGRAM FACTS 2003–2004

NEW JERSEY

Participant Status

	2002–03	2003–04
Employed	22,069	20,677
Unemployed	12,518	12,710
Correctional Setting	4,039	4,501
On Public Assistance	2,493	2,295
Other Institutionalized	78	76

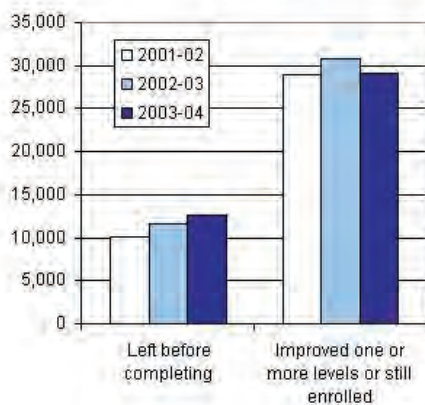
FY 2003 Federal Allocations in Thousands of Dollars



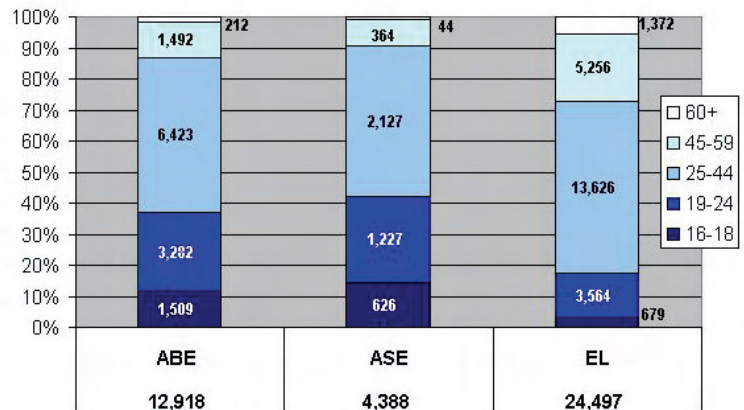
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	44	9	14	67	-3%
Asian	231	62	2,254	2,547	-8%
Black/African American	6,500	1,935	1,512	9,947	-4%
Hispanic/Latino	4,059	1,387	17,819	23,265	-2%
Native Hawaiian/Pacific Islander	18	10	32	60	11%
White	2,066	985	2,866	5,917	-12%
TOTAL	12,918	4,388	24,497	41,803	-4%
Gender					
Male	6,734	2,298	8,817	17,849	-3%
Female	6,184	2,090	15,680	23,954	-1%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

New Jersey	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	32	29	30	4,621	13,757
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	37	37	9,125	26,410
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	39	54	24	1,156	5,739
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	39	94	30	643	2,637
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	54	85	38	1,174	4,278
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	71	65	57	2,870	8,584

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

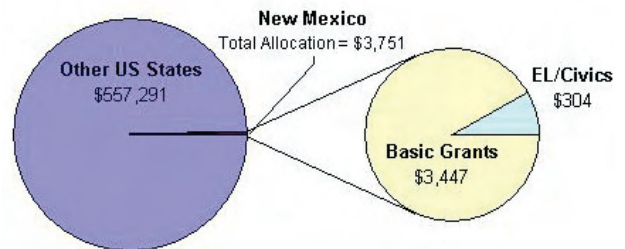
PROGRAM FACTS 2003–2004

NEW MEXICO

Participant Status

	2002–03	2003–04
Employed	8,319	8,290
Unemployed	8,573	8,402
Correctional Setting	1,773	2,524
On Public Assistance	3,546	3,730
Other Institutionalized	167	67

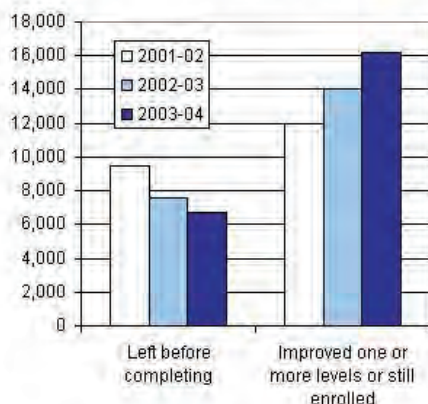
FY 2003 Federal Allocations in Thousands of Dollars



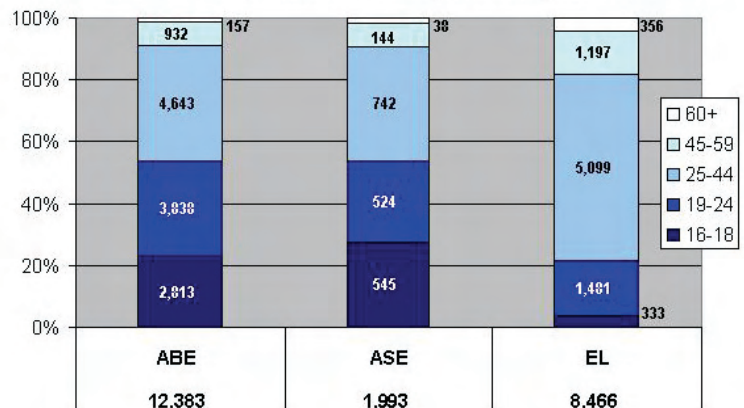
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	2,288	190	181	2,659	-5%
Asian	106	11	578	695	2%
Black/African American	375	48	51	474	3%
Hispanic/Latino	7,479	1,081	7,266	15,826	2%
Native Hawaiian/Pacific Islander	36	5	4	45	61%
White	2,099	658	386	3,143	-5%
TOTAL	12,383	1,993	8,466	22,842	0%
Gender					
Male	6,258	1,051	3,275	10,584	10%
Female	6,125	942	5,191	12,258	2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

New Mexico	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	31	33	4,514	12,343
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	30	30	2,580	7,031
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	30	56	44	1,190	3,642
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	64	48	51	624	2,232
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	38	52	48	283	911
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	79	79	70	469	1,287

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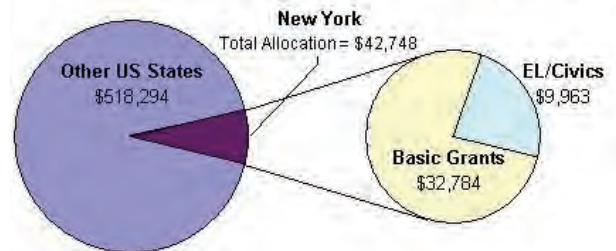
PROGRAM FACTS 2003–2004

NEW YORK

Participant Status

	2002–03	2003–04
Employed	65,443	78,662
Unemployed	47,709	59,881
Correctional Setting	8,659	12,954
On Public Assistance	15,915	22,792
Other Institutionalized	3,042	3,141

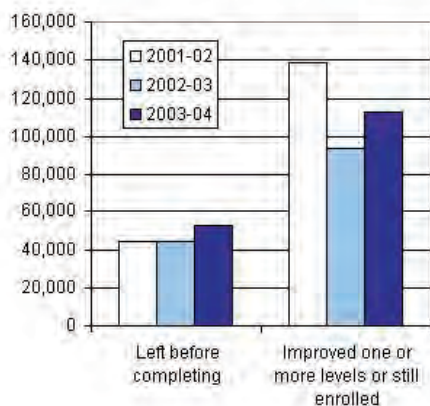
FY 2003 Federal Allocations in Thousands of Dollars



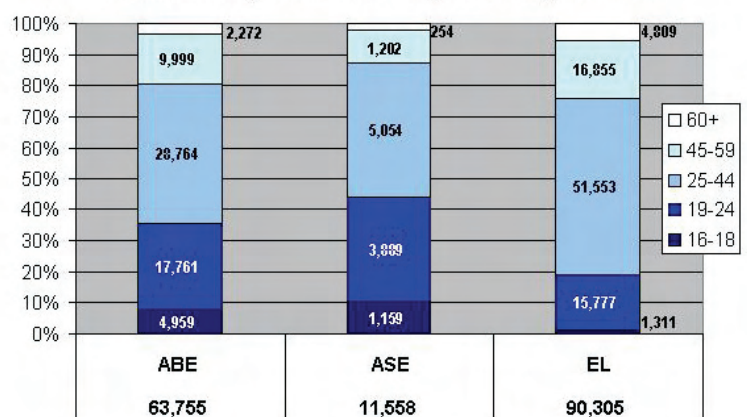
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	935	181	105	1,221	37%
Asian	1,722	244	11,724	13,690	15%
Black/African American	28,167	3,678	7,102	38,947	16%
Hispanic/Latino	10,849	2,128	59,631	72,608	17%
Native Hawaiian/Pacific Islander	613	66	150	829	241%
White	21,469	5,261	11,593	38,323	15%
TOTAL	63,755	11,558	90,305	165,618	17%
Gender					
Male	26,882	5,350	36,019	68,251	20%
Female	36,873	6,208	54,286	97,367	20%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

New York	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	31	24	29	20,381	56,720
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	43	37	37	33,846	102,847
Performance Measure II: High School Completion*					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	48	76	90	5,414	14,553
Performance Measure III: Entered Postsecondary Education or Training*					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	58	79	63	1,978	5,337
Performance Measure IV: Entered Employment*					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	63	85	43	3,587	10,081
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	81	44	33	399	6,429

* Response rate was too low on follow-up survey to validate outcomes.

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

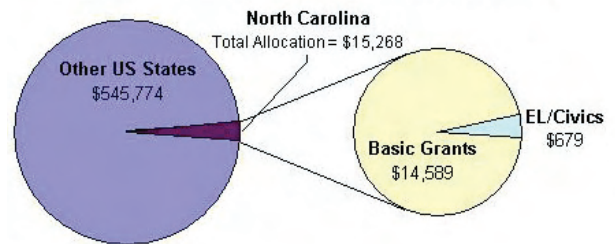
PROGRAM FACTS 2003–2004

NORTH CAROLINA

Participant Status

	2002–03	2003–04
Employed	41,511	40,985
Unemployed	36,658	45,299
Correctional Setting	12,854	14,810
On Public Assistance	7,626	7,803
Other Institutionalized	313	6

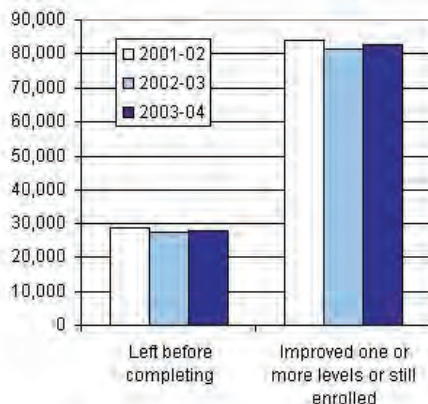
FY 2003 Federal Allocations in Thousands of Dollars



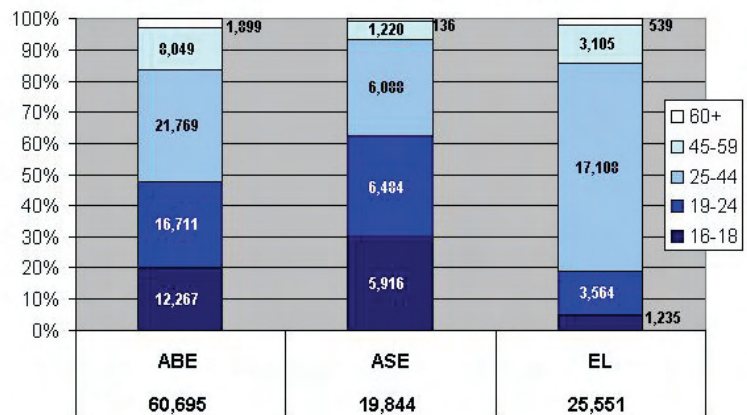
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	1,750	418	62	2,230	-4%
Asian	768	250	3,471	4,489	-1%
Black/African American	29,555	6,267	782	36,604	-5%
Hispanic/Latino	2,953	957	23,233	27,143	2%
Native Hawaiian/Pacific Islander	734	217	475	1,426	9%
White	24,935	11,735	1,623	38,293	4%
TOTAL	60,695	19,844	29,646	110,185	0%
Gender					
Male	30,835	9,902	14,858	55,595	-1%
Female	29,860	9,942	14,788	54,590	4%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003–2004



PROGRAM FACTS 2003–2004

North Carolina	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	34	36	26,046	74,986
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	28	31	31	9,243	26,593
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	52	41	42	10,306	27,142
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	19	14	25	2,920	4,933
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	35	23	17	3,587	3,044
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	37	29	20	1,804	7,488

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

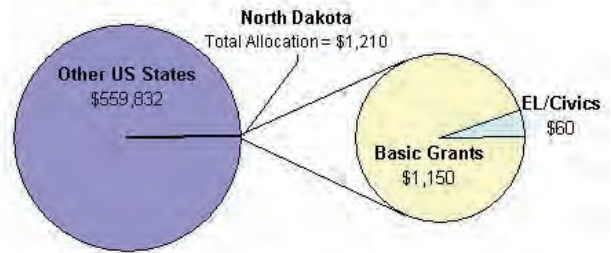
PROGRAM FACTS 2003–2004

NORTH DAKOTA

Participant Status

	2002–03	2003–04
Employed	665	681
Unemployed	1,069	1,014
Correctional Setting	316	299
On Public Assistance	915	656
Other Institutionalized	11	0

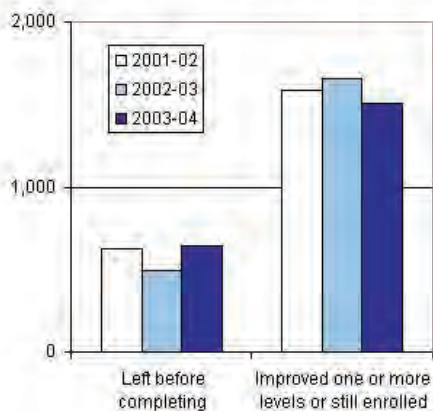
FY 2003 Federal Allocations in Thousands of Dollars



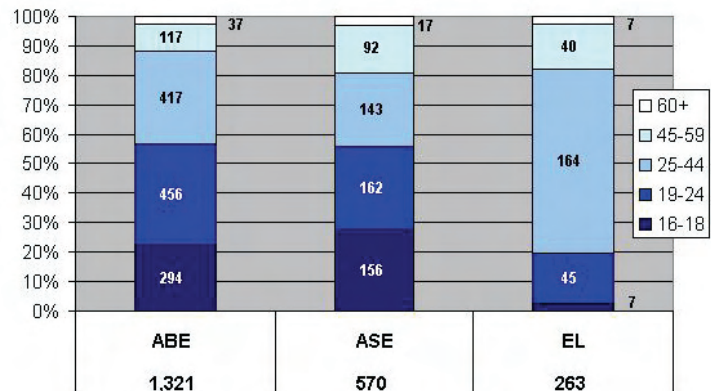
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	410	67	0	477	-21%
Asian	23	1	63	87	24%
Black/African American	53	11	114	178	37%
Hispanic/Latino	72	10	25	107	-10%
Native Hawaiian/Pacific Islander	4	2	1	7	-42%
White	759	479	60	1,298	-5%
TOTAL	1,321	570	263	2,154	-6%
Gender					
Male	640	263	91	994	-2%
Female	681	307	172	1,160	3%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

North Dakota	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	69	74	66	1,053	3,324
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	67	80	62	164	611
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	76	73	73	619	2,061
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	100	100	78	73	252
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	82	86	72	63	634
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	81	80	90	112	740

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

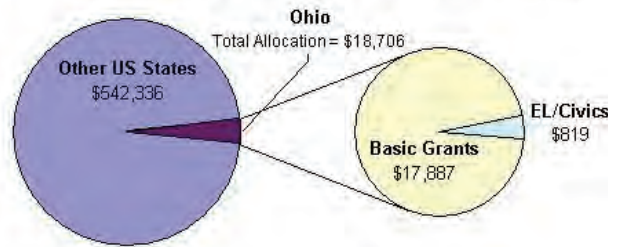
PROGRAM FACTS 2003–2004

OHIO

Participant Status

	2002–03	2003–04
Employed	24,389	22,685
Unemployed	24,513	24,115
Correctional Setting	4,034	5,546
On Public Assistance	12,054	12,461
Other Institutionalized	514	365

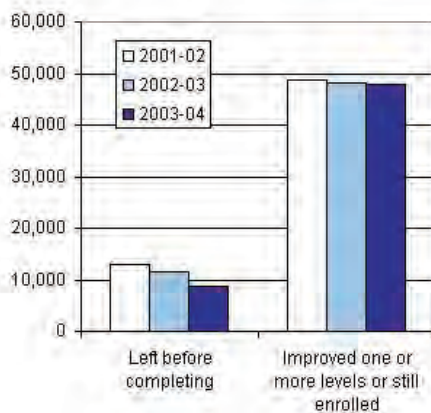
FY 2003 Federal Allocations in Thousands of Dollars



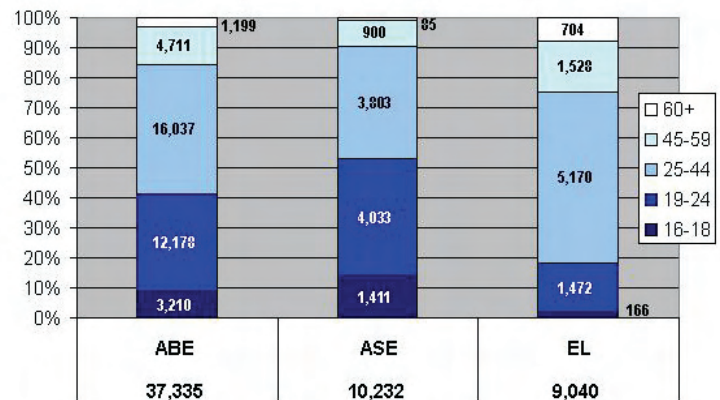
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	368	86	5	459	-28%
Asian	285	80	2,277	2,642	-6%
Black/African American	12,741	1,904	1,265	15,910	-15%
Hispanic/Latino	1,398	289	3,042	4,729	-11%
Native Hawaiian/Pacific Islander	43	22	16	81	-39%
White	22,500	7,851	2,435	32,786	-13%
TOTAL	37,335	10,232	9,040	56,607	-13%
Gender					
Male	15,515	4,855	3,314	23,684	-8%
Female	21,820	5,377	5,726	32,923	-3%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Ohio	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	55	54	56	24,202	75,064
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	44	48	55	5,010	26,593
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	50	60	63	7,177	20,600
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	54	100	76	2,441	6,325
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	62	66	69	3,323	7,568
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	50	69	70	1,357	2,779

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

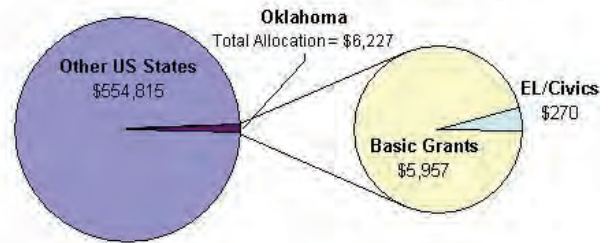
PROGRAM FACTS 2003–2004

OKLAHOMA

Participant Status

	2002–03	2003–04
Employed	7,215	6,617
Unemployed	7,698	7,767
Correctional Setting	5,901	5,873
On Public Assistance	2,075	2,725
Other Institutionalized	1,111	1,597

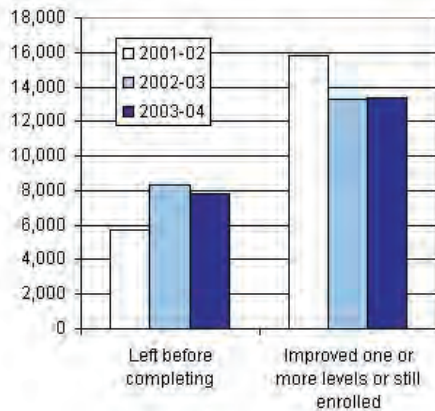
FY 2003 Federal Allocations in Thousands of Dollars



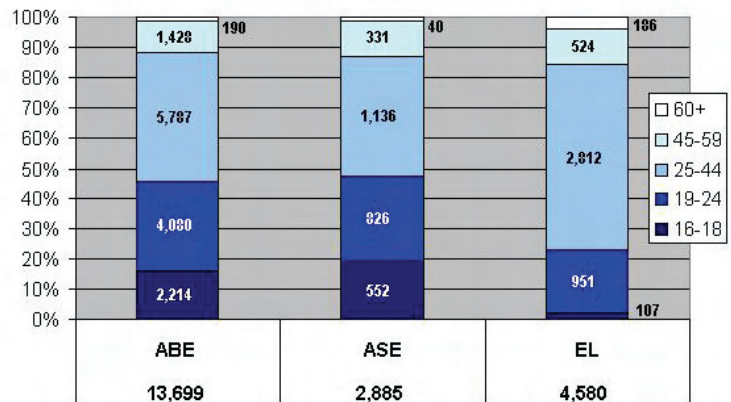
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	1,926	378	14	2,318	-3%
Asian	140	26	655	821	-11%
Black/African American	2,765	283	58	3,106	-4%
Hispanic/Latino	1,266	147	3,569	4,982	-10%
Native Hawaiian/Pacific Islander	22	5	7	34	-17%
White	7,580	2,046	277	9,903	-13%
TOTAL	13,699	2,885	4,580	21,164	-10%
Gender					
Male	6,843	1,397	1,647	9,887	-8%
Female	6,856	1,488	2,933	11,277	4%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Oklahoma	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	42	40	42	6,384	19,078
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	24	33	39	1,784	4,606
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	36	43	61	2,663	6,270
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	23	11	14	198	604
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	64	76	74	2,667	6,093
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	85	65	80	2,857	5,080

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

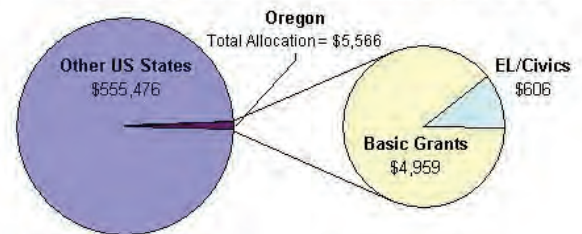
PROGRAM FACTS 2003–2004

OREGON

Participant Status

	2002–03	2003–04
Employed	9,453	8,272
Unemployed	10,487	8,911
Correctional Setting	3,660	3,311
On Public Assistance	1,737	1,189
Other Institutionalized	Not Collected	0

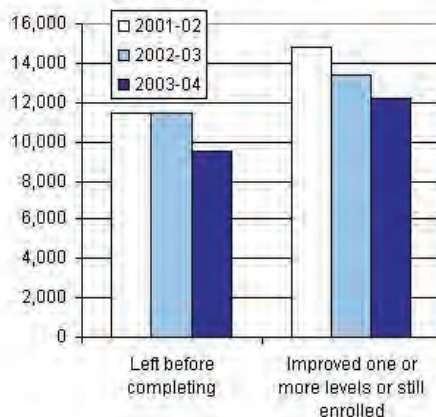
FY 2003 Federal Allocations in Thousands of Dollars



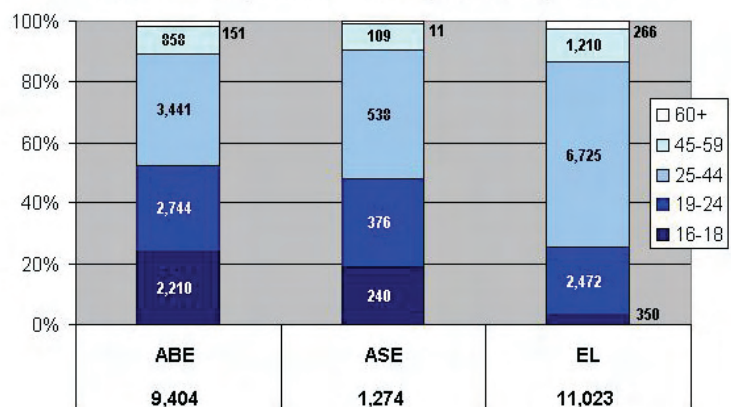
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	536	59	32	627	-24%
Asian	266	29	1,366	1,661	-20%
Black/African American	635	67	252	954	-17%
Hispanic/Latino	1,410	133	8,038	9,581	-17%
Native Hawaiian/Pacific Islander	133	12	64	209	-24%
White	6,424	974	1,271	8,669	-17%
TOTAL	9,404	1,274	11,023	21,701	-17%
Gender					
Male	5,267	808	4,881	10,956	-14%
Female	4,137	466	6,142	22,993	-11%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Oregon	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	47	46	43	4,485	16,478
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	26	31	30	3,256	10,261
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	46	46	37	1,446	6,452
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	32	41	50	600	1,587
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	51	51	54	843	2,550
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	58	28	36	168	655

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

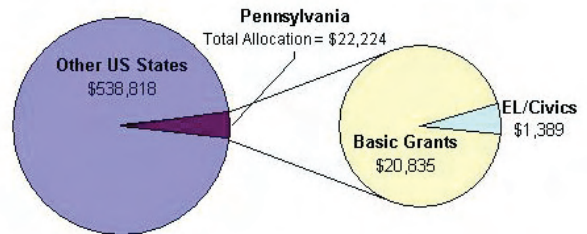
PROGRAM FACTS 2003–2004

PENNSYLVANIA

Participant Status

	2002–03	2003–04
Employed	18,233	17,332
Unemployed	24,132	26,086
Correctional Setting	5,870	6,513
On Public Assistance	11,092	13,325
Other Institutionalized	881	1,375

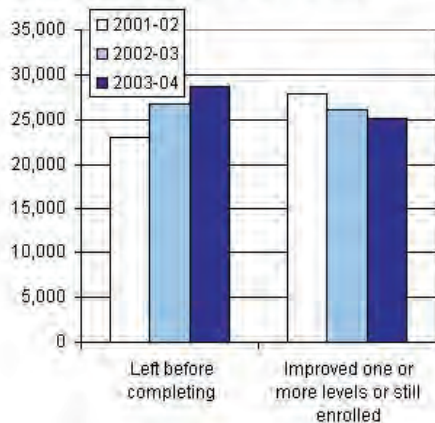
FY 2003 Federal Allocations in Thousands of Dollars



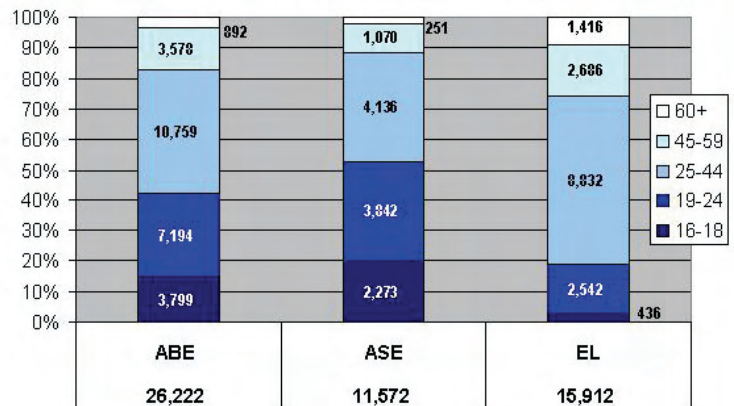
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	94	47	7	148	2%
Asian	471	134	4,177	4,782	-1%
Black/African American	10,203	2,605	970	13,778	-1%
Hispanic/Latino	2,985	773	6,931	10,689	1%
Native Hawaiian/Pacific Islander	23	11	12	46	-4%
White	12,446	8,002	3,815	24,263	-4%
TOTAL	26,222	11,572	15,912	53,706	-2%
Gender					
Male	11,485	5,495	6,013	22,993	0%
Female	14,737	6,077	9,899	30,713	3%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Pennsylvania	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
<i>Sub Measures:</i>					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	33	33	33	10,591	29,847
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	32	29	4,605	14,510
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	50	45	46	3,352	10,857
Performance Measure III: Entered Postsecondary Education or Training*					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	38	46	33	188	1,446
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	43	37	44	1,295	3,557
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	43	45	56	796	1,665

* Response rate was too low on follow-up survey to validate outcomes.

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

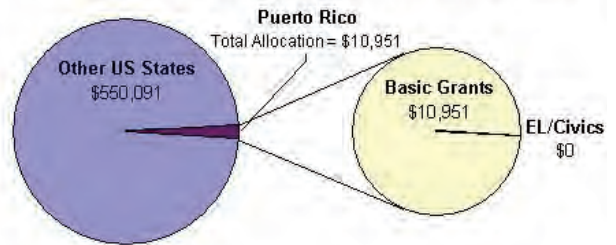
PROGRAM FACTS 2003–2004

PUERTO RICO

Participant Status

	2002–03	2003–04
Employed	6,386	5,365
Unemployed	14,210	11,600
Correctional Setting	3,120	3,018
On Public Assistance	9,337	9,353
Other Institutionalized	100	1,457

FY 2003 Federal Allocations in Thousands of Dollars

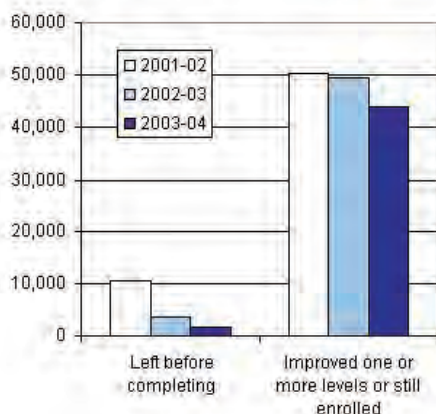


Enrollment by Race/Ethnicity and by Gender

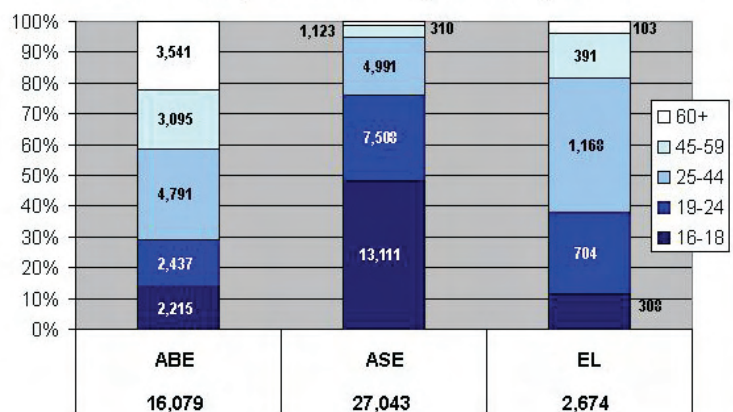
	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	0	0	0	0	*
Asian	5	1	0	6	100%
Black/African American	0	0	0	0	*
Hispanic/Latino	16,070	27,013	2,673	45,756	14%
Native Hawaiian/Pacific Islander	1	1	0	2	*
White	3	28	1	32	-32%
TOTAL	16,079	27,043	2,674	45,796	14%
Gender					
Male	7,830	15,640	976	24,446	-1%
Female	8,249	11,403	1,698	21,350	-16%

*There were no students in this demographic category in 2002-03

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Puerto Rico	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
5. Adult Basic and Secondary Education⁸¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	53	74	60	15,927	55,782
6. English Literacy⁸² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	77	57	71	1,908	3,931
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	56	51	42	267	5,942
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	37	32	23	59	334
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	49	58	43	309	1,076
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	59	53	73	254	855

⁸¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

⁸² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

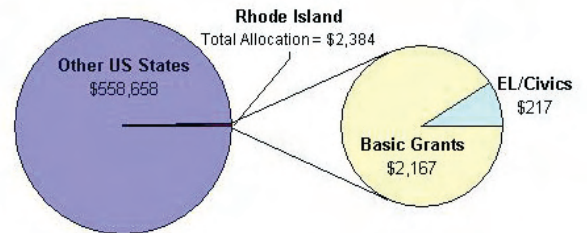
PROGRAM FACTS 2003–2004

RHODE ISLAND

Participant Status

	2002–03	2003–04
Employed	1,778	1,775
Unemployed	1,575	1,953
Correctional Setting	470	298
On Public Assistance	488	808
Other Institutionalized	5	25

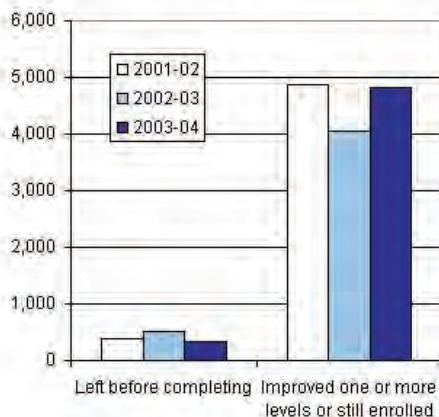
FY 2003 Federal Allocations in Thousands of Dollars



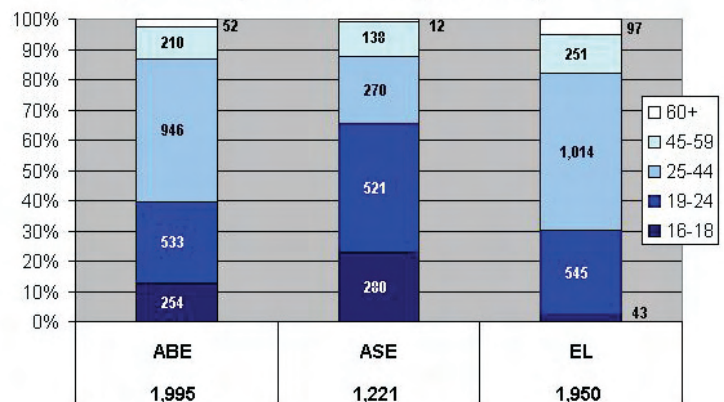
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	45	19	0	64	-29%
Asian	77	43	242	362	47%
Black/African American	362	117	136	615	-20%
Hispanic/Latino	476	149	1,277	1,902	25%
Native Hawaiian/Pacific Islander	17	10	10	37	-21%
White	1,018	883	285	2,186	11%
TOTAL	1,995	1,221	1,950	5,166	11%
Gender					
Male	845	563	614	2,022	6%
Female	1,150	658	1,336	3,144	18%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Rhode Island	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	82	68	72	1,914	5,409
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	67	52	58	1,139	6,421
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	52	82	86	770	2,786
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	43	69	73	173	534
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	83	95	81	137	709
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	28	63	100	168	655

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

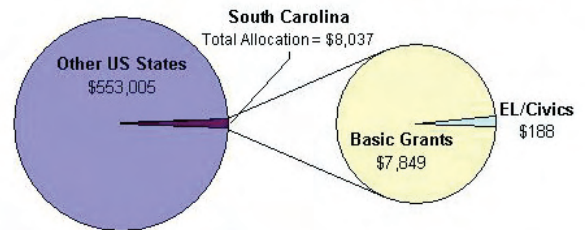
PROGRAM FACTS 2003–2004

SOUTH CAROLINA

Participant Status

	2002–03	2003–04
Employed	30,287	25,989
Unemployed	13,504	12,915
Correctional Setting	10,595	9,408
On Public Assistance	2,481	2,038
Other Institutionalized	810	779

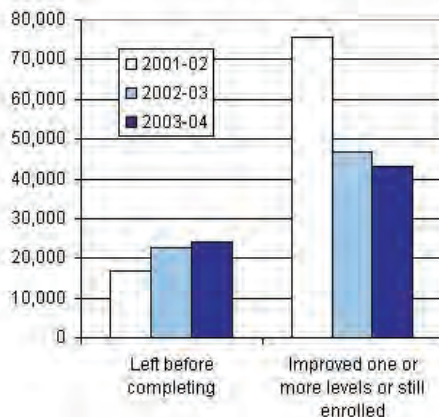
FY 2003 Federal Allocations in Thousands of Dollars



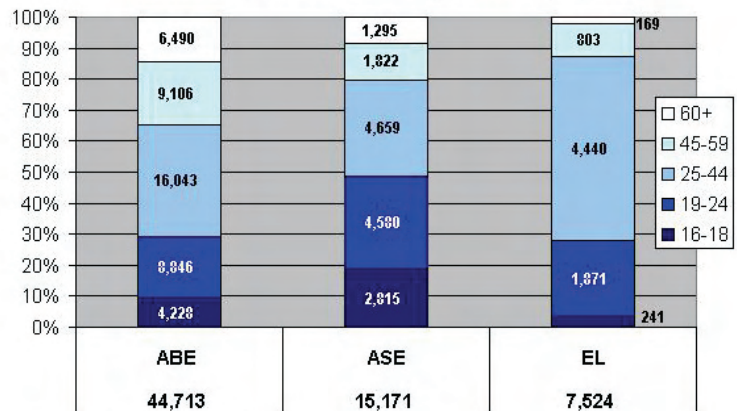
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	155	84	5	244	2%
Asian	241	92	967	1,300	1%
Black/African American	26,103	6,423	72	32,598	-7%
Hispanic/Latino	902	305	5,863	7,070	-11%
Native Hawaiian/Pacific Islander	43	15	7	65	7%
White	17,269	8,252	610	26,131	-10%
TOTAL	44,713	15,171	8,524	67,408	-8%
Gender					
Male	19,645	6,199	3,679	29,523	-4%
Female	25,068	8,972	3,845	37,885	-1%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

South Carolina	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	41	41	21,596	63,421
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	28	37	33	2,485	2,953
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	89	99	55	3,673	9,853
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	74	99	78	263	6,077
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	47	97	67	197	724
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	12	100	94	130	331

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

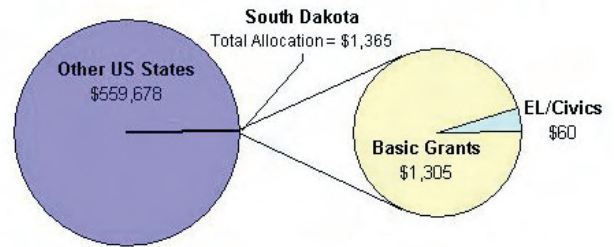
PROGRAM FACTS 2003–2004

SOUTH DAKOTA

Participant Status

	2002–03	2003–04
Employed	1,308	1,326
Unemployed	1,325	1,346
Correctional Setting	621	652
On Public Assistance	590	664
Other Institutionalized	20	11

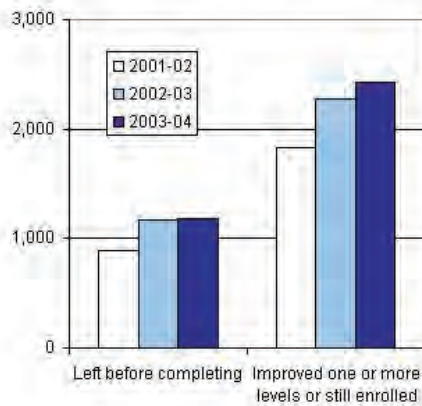
FY 2003 Federal Allocations in Thousands of Dollars



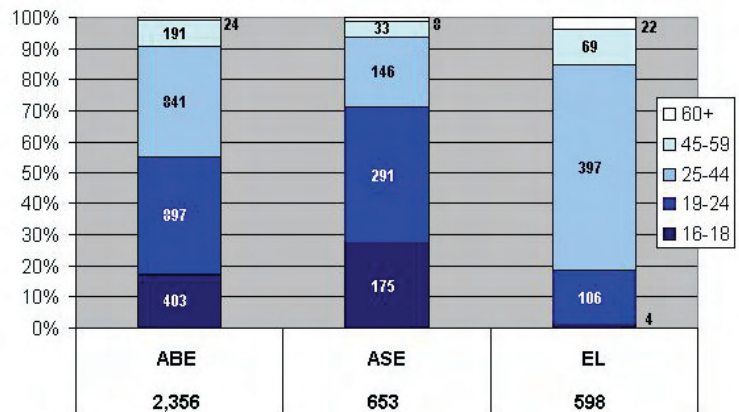
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	784	173	3	960	-4%
Asian	31	10	89	130	19%
Black/African American	129	10	169	308	-6%
Hispanic/Latino	103	17	250	370	5%
Native Hawaiian/Pacific Islander	8	4	2	14	40%
White	1,301	439	85	1,825	0%
TOTAL	2,356	653	598	3,607	-1%
Gender					
Male	1,188	372	264	1,824	5%
Female	1,168	281	334	1,783	4%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

South Dakota	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	42	46	53	1,456	3,471
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	40	51	48	287	4,500
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	77	81	88	917	2,258
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	76	63	63	107	232
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	73	41	33	232	589
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	95	80	42	53	183

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

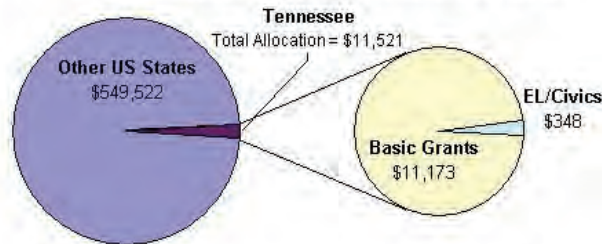
PROGRAM FACTS 2003–2004

TENNESSEE

Participant Status

	2002–03	2003–04
Employed	16,630	16,310
Unemployed	21,166	25,518
Correctional Setting	3,247	2,892
On Public Assistance	11,117	18,719
Other Institutionalized	230	423

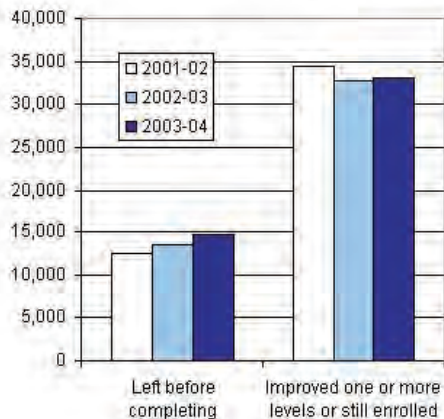
FY 2003 Federal Allocations in Thousands of Dollars



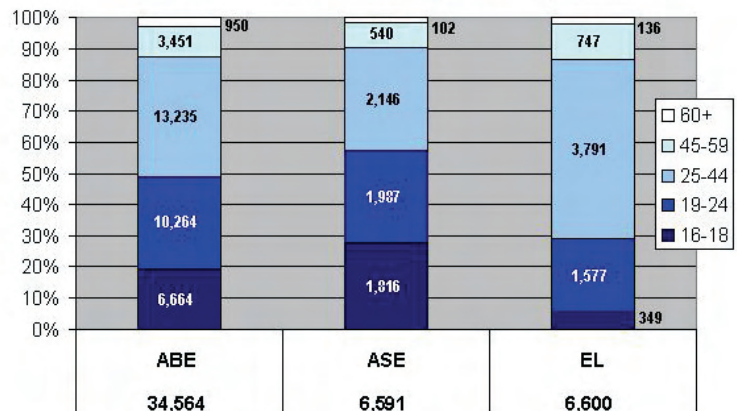
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	215	46	2	263	-10%
Asian	286	47	1,122	1,455	-4%
Black/African American	12,068	747	609	13,424	-2%
Hispanic/Latino	855	147	4,098	5,100	-2%
Native Hawaiian/Pacific Islander	42	6	4	52	8%
White	21,098	5,598	765	27,461	-3%
TOTAL	34,564	6,591	6,600	47,755	-3%
Gender					
Male	13,400	2,946	3,092	19,438	0%
Female	21,164	3,645	3,508	28,317	6%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Tennessee	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	40	44	35	13,456	43,870
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	30	32	25	1,675	51,003
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	35	46	58	4,987	18,067
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	51	78	49	646	4,038
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	47	51	59	831	8,456
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	82	88	64	584	13,420

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

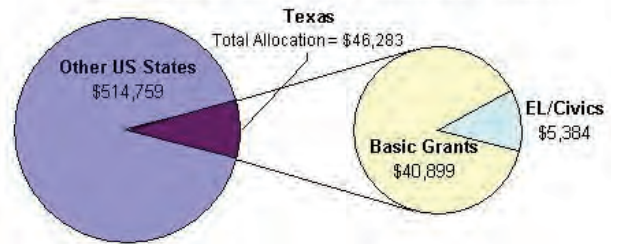
PROGRAM FACTS 2003–2004

TEXAS

Participant Status

	2002–03	2003–04
Employed	56,168	53,201
Unemployed	30,569	25,875
Correctional Setting	9,179	7,635
On Public Assistance	9,191	10,255
Other Institutionalized	1,347	1,091

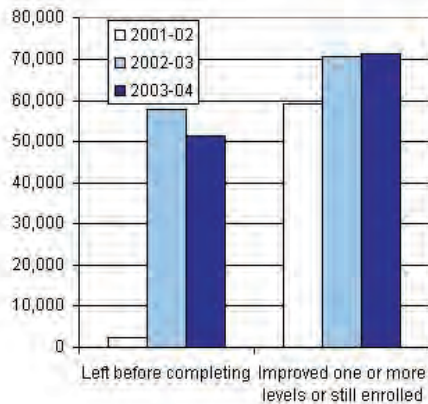
FY 2003 Federal Allocations in Thousands of Dollars



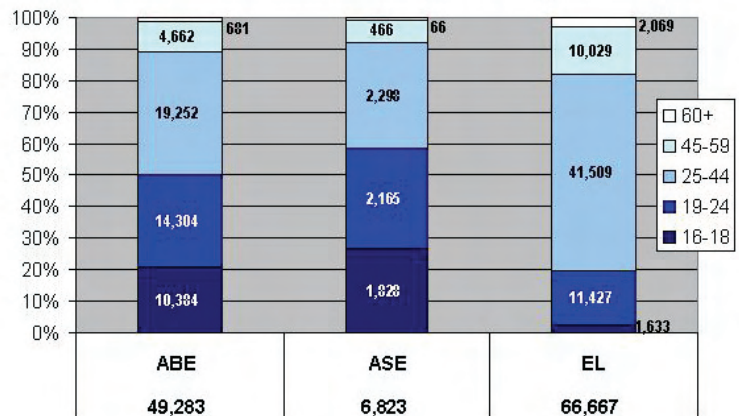
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	288	33	23	344	-33%
Asian	789	64	3,471	4,324	-7%
Black/African American	9,650	809	376	10,835	-14%
Hispanic/Latino	27,477	3,167	62,108	92,752	-9%
Native Hawaiian/Pacific Islander	77	9	450	136	-12%
White	11,002	2,741	639	14,382	-13%
TOTAL	49,283	6,823	66,667	122,773	-10%
Gender					
Male	21,315	3,155	23,610	48,080	-7%
Female	27,968	3,668	43,057	74,693	-2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Texas	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	29	34	38	19,984	54,404
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	35	39	42	28,086	36,891
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	38	64	50	5,584	22,911
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	14	24	8	183	3,104
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	69	17	21	801	28,428
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	20	59	38	4,188	19,654

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

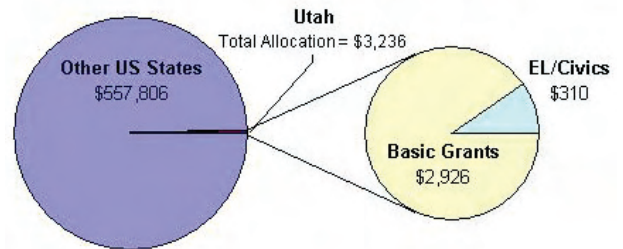
PROGRAM FACTS 2003–2004

UTAH

Participant Status

	2002–03	2003–04
Employed	10,816	11,875
Unemployed	8,762	9,960
Correctional Setting	9,239	7,400
On Public Assistance	6,611	6,136
Other Institutionalized	233	122

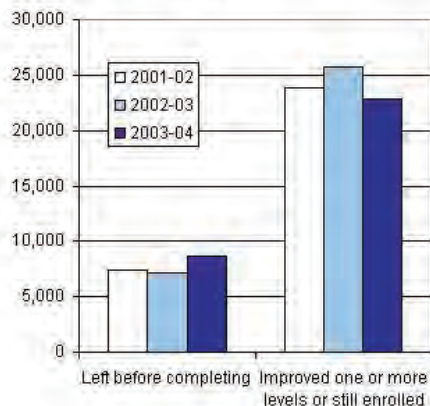
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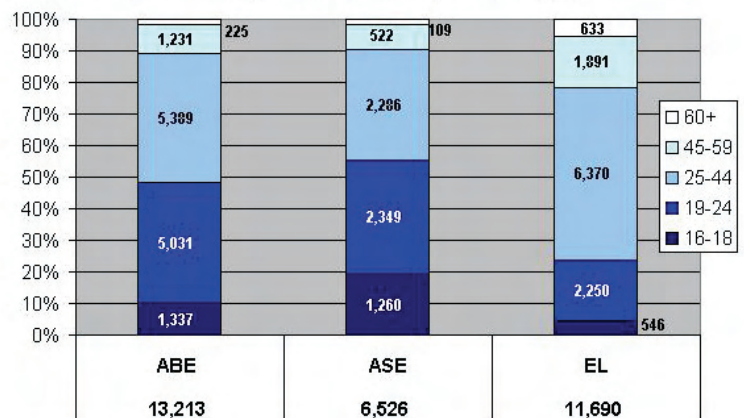
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	485	227	22	734	-38%
Asian	241	219	974	1,434	16%
Black/African American	536	301	506	1,343	9%
Hispanic/Latino	3,668	1,214	8,395	13,277	3%
Native Hawaiian/Pacific Islander	143	118	84	345	-8%
White	8,140	4,447	1,709	14,296	-14%
TOTAL	13,213	6,526	11,690	31,429	-6%
Gender					
Male	7,986	4,164	5,035	17,185	-9%
Female	5,227	2,362	6,655	14,244	2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Utah	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	42	33	29	5,024	16,799
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	42	39	33	3,881	3,949
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	13	80	24	5,076	16,512
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	12	90	41	2,548	5,384
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	13	53	32	2,788	8,305
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	16	88	54	2,754	6,819

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

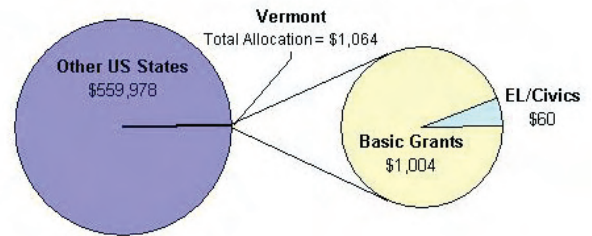
PROGRAM FACTS 2003–2004

VERMONT

Participant Status

	2002–03	2003–04
Employed	733	762
Unemployed	704	712
Correctional Setting	83	86
On Public Assistance	527	507
Other Institutionalized	6	12

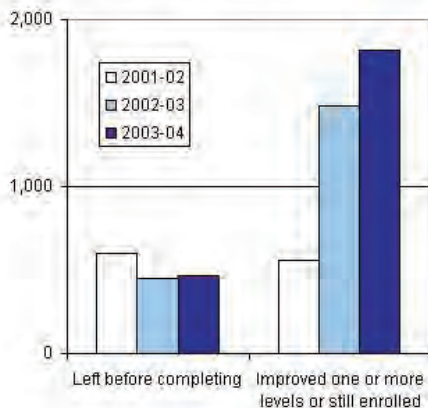
FY 2003 Federal Allocations in Thousands of Dollars



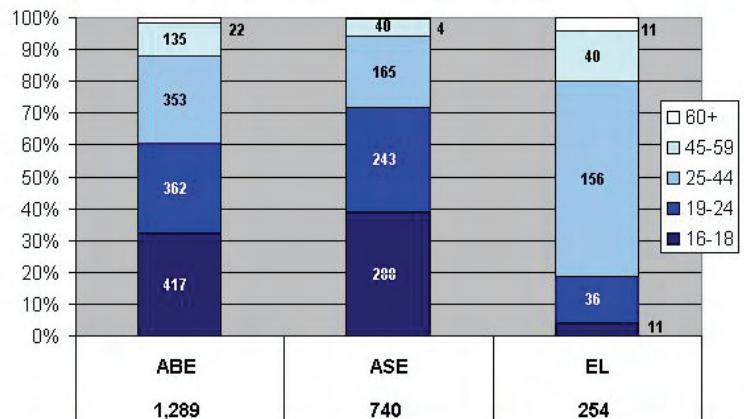
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	13	12	4	29	-24%
Asian	5	11	84	100	-22%
Black/African American	55	23	28	106	100%
Hispanic/Latino	50	18	50	118	46%
Native Hawaiian/Pacific Islander	5	9	0	14	-74%
White	1,161	667	88	1,916	21%
TOTAL	1,289	740	254	2,283	18%
Gender					
Male	543	330	82	955	28%
Female	746	410	172	1,328	12%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Vermont	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	11	35	43	724	1,315
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	14	16	17	43	9,973
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	47	84	90	663	1,223
Performance Measure III: Entered Postsecondary Education or Training*					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	61	61	82	46	96
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	70	73	60	45	106
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	74	50	0	0	30

* Response rate was too low on follow-up survey to validate outcomes.

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

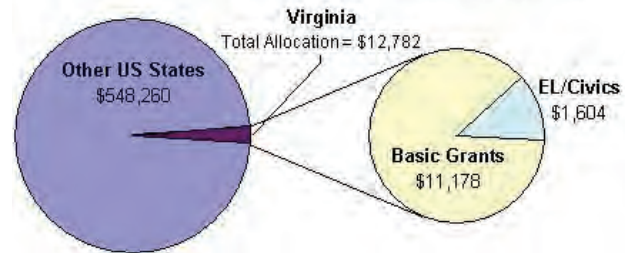
PROGRAM FACTS 2003–2004

VIRGINIA

Participant Status

	2002–03	2003–04
Employed	1,051	13,780
Unemployed	10,001	7,028
Correctional Setting	3,037	2,865
On Public Assistance	2,277	1,504
Other Institutionalized	85	94

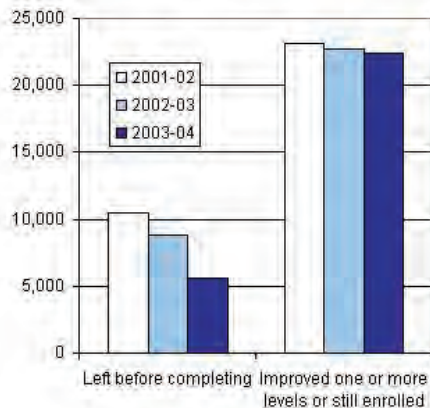
FY 2003 Federal Allocations in Thousands of Dollars



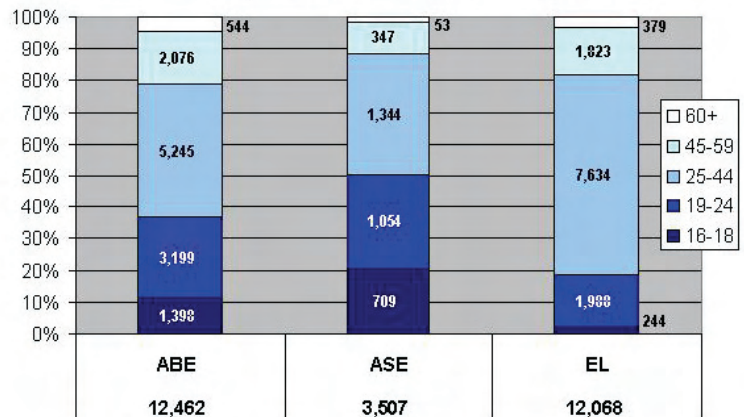
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	50	17	9	76	33%
Asian	327	62	2,649	3,038	-21%
Black/African American	6,063	964	693	7,720	-11%
Hispanic/Latino	816	213	7,206	8,235	-7%
Native Hawaiian/Pacific Islander	35	4	26	65	-24%
White	5,171	2,247	1,485	8,903	-15%
TOTAL	12,462	3,507	12,068	28,037	-12%
Gender					
Male	5,559	1,676	4,535	11,770	-13%
Female	6,903	1,831	7,533	16,267	-10%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Virginia	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	40	41	45	6,568	19,328
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	36	34	35	4,258	31,979
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	95	66	78	1,858	5,659
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	78	48	22	50	500
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	33	57	32	312	1,447
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	57	28	54	772	1,717

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

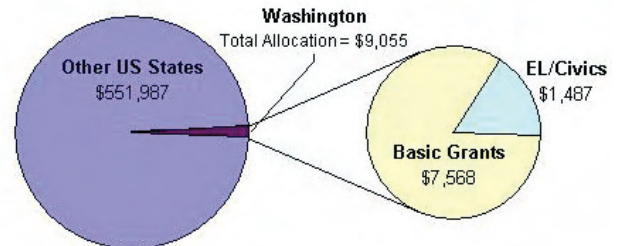
PROGRAM FACTS 2003–2004

WASHINGTON

Participant Status

	2002–03	2003–04
Employed	15,331	10,549
Unemployed	17,442	13,014
Correctional Setting	8,626	4,158
On Public Assistance	7,292	4,894
Other Institutionalized	45	18

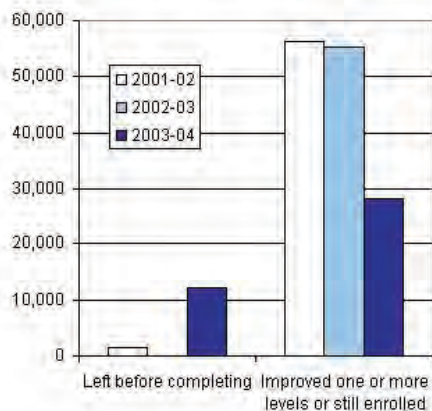
FY 2003 Federal Allocations in Thousands of Dollars



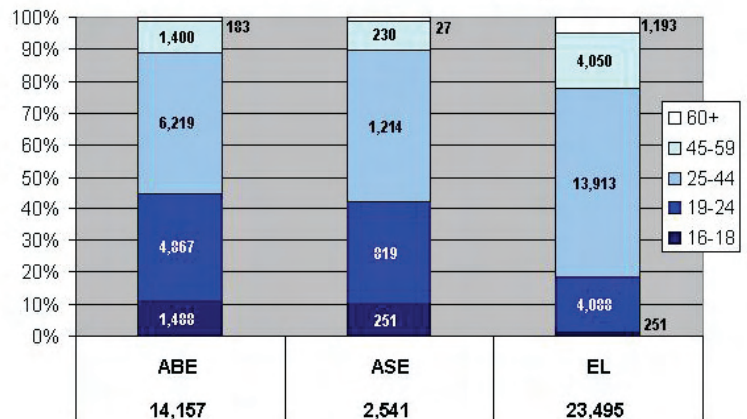
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	887	136	26	1,049	-29%
Asian	756	137	5,570	6,463	-18%
Black/African American	2,138	171	1,506	3,815	-18%
Hispanic/Latino	2,160	252	10,984	13,396	-24%
Native Hawaiian/Pacific Islander	339	43	274	656	8%
White	7,877	1,802	5,135	14,814	-22%
TOTAL	14,157	2,541	23,495	40,193	-26%
Gender					
Male	7,032	1,394	9,339	17,765	-32%
Female	7,125	1,147	14,156	22,428	-23%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Washington	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	41	48	18	2,902	25,409
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	42	49	36	8,546	8,826
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	25	22	27	2,003	6,075
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	31	93	63	2,819	6,417
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	19	44	5,716	9,571
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	77	42	64	2,923	3,808

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

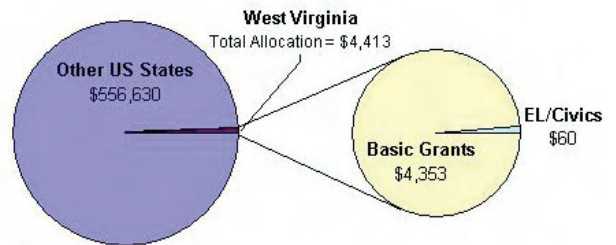
PROGRAM FACTS 2003–2004

WEST VIRGINIA

Participant Status

	2002–03	2003–04
Employed	3,001	2,705
Unemployed	3,531	3,094
Correctional Setting	2,146	2,297
On Public Assistance	6,918	3,253
Other Institutionalized	21	17

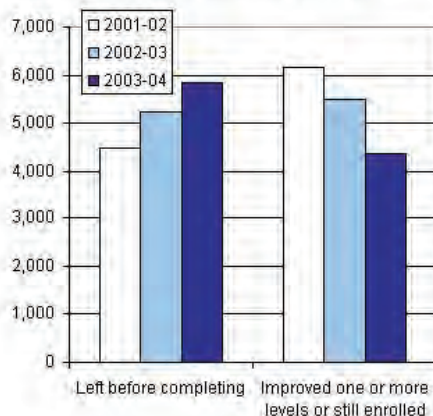
FY 2003 Federal Allocations in Thousands of Dollars



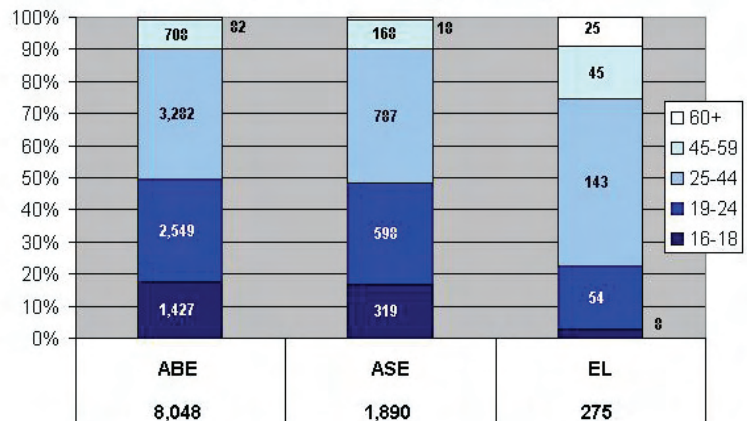
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	47	10	2	59	-18%
Asian	13	9	94	116	-26%
Black/African American	764	98	12	874	-14%
Hispanic/Latino	56	7	103	166	-2%
Native Hawaiian/Pacific Islander	5	3	1	9	-18%
White	7,163	1,763	63	8,989	-14%
TOTAL	8,048	1,890	275	10,213	-14%
Gender					
Male	3,783	838	77	4,698	-5%
Female	4,265	1,052	198	5,515	-5%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

West Virginia	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	54	50	46	4,226	14,156
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	46	57	46	126	8,161
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	56	54	72	1,270	2,885
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	47	40	54	382	1,900
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	47	33	49	289	688
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	66	62	64	66	495

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

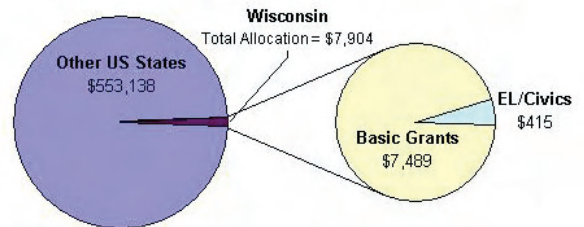
PROGRAM FACTS 2003–2004

WISCONSIN

Participant Status

	2002–03	2003–04
Employed	14,624	14,054
Unemployed	9,705	9,729
Correctional Setting	2,976	2,104
On Public Assistance	2,256	2,192
Other Institutionalized	15	16

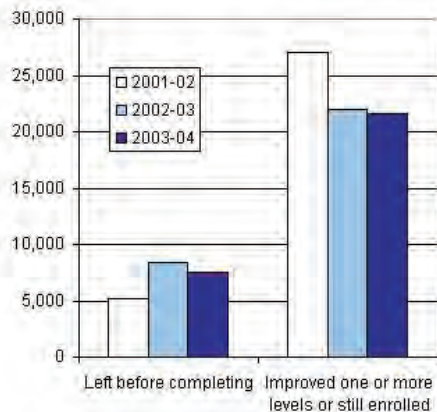
FY 2003 Federal Allocations in Thousands of Dollars



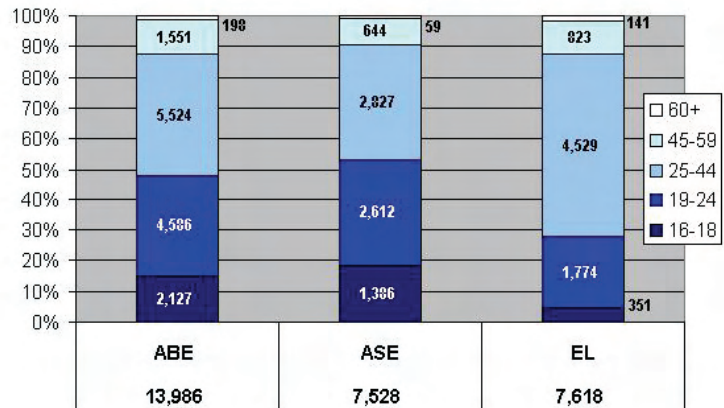
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	364	206	76	646	-5%
Asian	668	190	1,163	2,021	-10%
Black/African American	3,764	731	272	4,767	-22%
Hispanic/Latino	1,531	585	5,533	7,649	-1%
Native Hawaiian/Pacific Islander	21	7	8	36	44%
White	7,638	5,809	566	14,013	-9%
TOTAL	13,986	7,528	7,618	29,132	-10%
Gender					
Male	6,276	3,531	3,532	13,339	-6%
Female	7,710	3,997	4,086	15,793	-2%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Wisconsin	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	80	58	60	10,359	38,792
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	50	54	52	3,980	4,231
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	36	47	58	1,652	6,300
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	42	54	72	1,587	5,215
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	44	48	42	574	3,741
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	56	46	63	341	2,770

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² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.

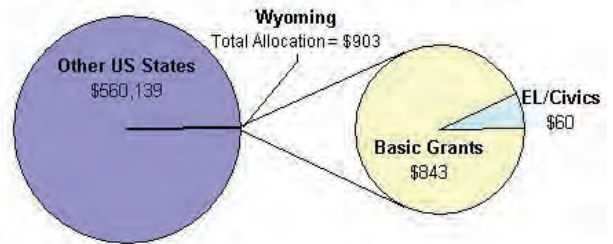
PROGRAM FACTS 2003–2004

WYOMING

Participant Status

	2002–03	2003–04
Employed	1,010	809
Unemployed	1,099	1,108
Correctional Setting	425	382
On Public Assistance	467	403
Other Institutionalized	36	14

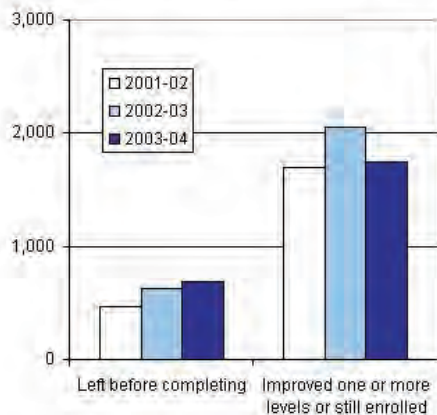
FY 2003 Federal Allocations in Thousands of Dollars



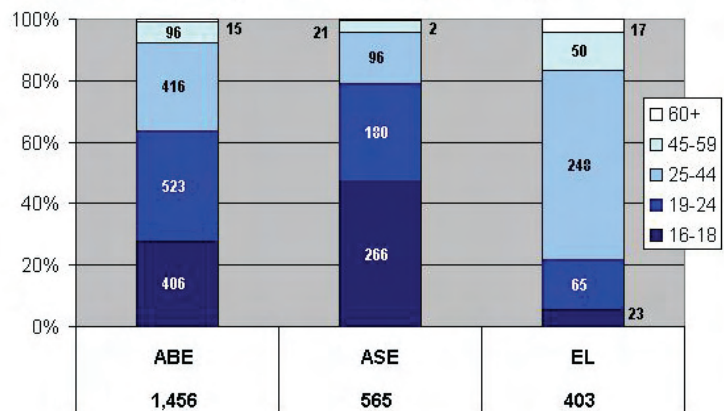
Enrollment by Race/Ethnicity and by Gender

	2003–04				% Change from 2002–03
	ABE	ASE	EL	Total	
Race/Ethnicity					
American Indian/Alaskan Native	189	39	0	228	-22%
Asian	15	1	64	80	-21%
Black/African American	33	10	1	44	7%
Hispanic/Latino	221	55	298	574	-8%
Native Hawaiian/Pacific Islander	1	3	0	4	-50%
White	997	457	40	1,494	-16%
TOTAL	1,456	565	403	2,424	-15%
Gender					
Male	717	286	136	1,139	-10%
Female	739	279	267	1,285	-8%

Retention and Completion



Numbers Enrolled by Age and Program Type (Adult Basic Education, Adult Secondary Education, and English Literacy) 2003-2004



PROGRAM FACTS 2003–2004

Wyoming

	Actual Performance				
	2001–02	2002–03	2003–04		TOTAL
	Percent	Percent	Percent	# Adults completing at least one level or one outcome	3-Year Total #
Performance Measure I: Demonstrated Improvement in Literacy Skills					
Sub Measures:					
1. Adult Basic and Secondary Education¹ The percentage of adults enrolled in basic literacy programs who acquired the basic skills needed to complete one or more levels of instruction in which they were initially enrolled.	53	52	54	942	2,838
2. English Literacy² The percentage of adults enrolled in English literacy programs who acquired the level of English language skills needed to complete one or more levels of instruction in which they were initially enrolled.	35	34	43	175	3,764
Performance Measure II: High School Completion					
The percentage of adult learners with a high school completion goal who earned a high school diploma or GED after exiting the program.	76	76	74	776	2,187
Performance Measure III: Entered Postsecondary Education or Training					
The percentage of adult learners with a goal to continue their education who enter postsecondary education or training after exiting the program.	52	66	50	175	622
Performance Measure IV: Entered Employment					
The percentage of unemployed adult learners (in the workforce) with an employment goal who were employed at the end of the first quarter after exiting the program.	59	47	59	67	185
Performance Measure V: Retained Employment					
The percentage of adult learners with (a) a job retention goal at the time of enrollment and (b) those adults with an employment goal who obtained work by the end of the first quarter after leaving the program who were employed at the end of the third quarter after exiting the program.	70	76	57	8	70

¹ Adult Basic and Secondary Education programs consist of five instructional levels representing a hierarchy of basic skills ranging from beginning literacy to high school completion.

² English Literacy education programs consist of six instructional levels representing a hierarchy of English language skills ranging from beginning English and literacy to advanced language proficiency.